

DEPARTMENT OF RURAL DEVELOPMENT

(Estd: 1977 – 78)



Dr. B. R. Ambedkar University
SRIKAKULAM

(M.A RURAL DEVELOPMENT)
2-Years Programme

CURRICULUM STRUCTURE FOR CHOICE BASED CREDIT SYSTEM (CBCS)

ANNEXURE

Course : Qualifying Examination for Admission into M.A. Rural Development

M.A. Rural Development: B.A / B. Sc / B.Com/B.L / B.G.L / B.F.A / B.B.M / B.A.L. Any Graduation

2019 – 2020

The Department of Rural Development was started with two year programme during the year 1977-78. In this programme comprises four (4) semesters in every academic year.

INFRASTRUCTURE FACILITIES

The physical and academic infrastructure comprises well equipped class rooms with OHP/LCD Projectors and Internet facility and required hardware and software for teaching-learning, Wi-Fi facility in campus, access to e-books, e- journals and institutional repositories, subscription to national and international journals and magazines, latest books on library, separate hostels on campus for girls and boys, etc. The Department also organizes several events like field work, workshops, Seminars, guest lectures by eminent academics from India and abroad.

PLACEMENT OPPORTUNITIES

M.A. Rural Development programme is a two years course. There is a great demand for the rural development professionals in the job market. Rural Development postgraduates get placed as NGO's, Banks, Research Institutes, DRDA, ITDA, Consultants etc. Those who qualify UGC-NET or SLET examination can enter academics as an Assistant Professor. Those who qualify UGC-JRF can pursue research in the field of rural development with UGC fellowship. Our recruiters research institutions, colleges, universities and National Institutes of Rural Development.

RURAL DEVELOPMENT REGULATIONS (Revised), 2019 – 2020

Programme Details

Name of the Department	:	Department of Rural Development
Subject	:	Rural Development
Name of the Programme	:	M.A. (Rural Development)
Duration of the Programme	:	2 Years – divided into 4 Semesters (Choice Based Credit System)

PROGRAMME: M.A. Rural Development
Dr. B.R. Ambedkar University
Srikakulam

INTRODUCTION :-

- To promote higher education and to attain overall development of rural areas in terms of social, economical and cultural in the backward areas, the Government of Andhra Pradesh established Dr. B.R. Ambedkar University erstwhile A.U.P.G centre which was established in 1977-78 with two P.G Courses namely M.A Rural Development and M.A Economics. This is an interdisciplinary programme.
- The main objective of masters in Rural Development is to train students to become specialists in integrated rural development and focus on socio-economic and institutional aspects both in developed and developing countries.
- The aim of this programme is to build capacities to strengthen development and Rural Development work through a strong cadre of young professionals who will have a comprehensive grip on theoretical understanding along with analytical skills and experimental learning over the two years of the academic programme.
- India is the country having numerous rural areas. This will open a plenty of career paths for the candidates interested in this field.
- The course study helps the students to formulate a range of strategies that is meant to meet the social, Economic and personal needs in rural areas. The course study helps the candidate to identify the socio –Economic aspects of Rural Development.

VISION:

- To impart better education with values and transformation of knowledge from class room to common man.
- To attain inclusive growth and reduce regional imbalances and income inequalities.
- To bring awareness and conduct campaigns relating to women empowerment and remove gender disparities

MISSION:

- To examine and analyze the factors contributing to the improvement of economic and social well being of people in rural areas on a sustainable basis with focus on the rural poor through project work and extension work.
- To facilitate the rural development efforts with particular emphasis and focus on the rural poor by improving the knowledge, skills and attitudes of rural development through conducting class room training programmes, workshops, seminars, conferences and extension activities.

OBJECTIVES :

- To organize and promote interest among the villagers in the utilization and consumption of different agriculture, animal husbandry and social welfare policies and programmes on local needs for supporting development process.
- To make the students knowledgeable and skillful to help the society on awareing the rural development scheme.
- To undertake programme for the poor , especially tribal , scheduled caste , women and children for their livelihood security.
- Organize conferences, seminars, workshops and extension activities for the development of rural areas.
- Undertake, aid, promote and coordinate academic and research on its own and/or collaborate with NGOs, State National and International development agencies.

OUTCOMES :

- The course has various advantages with regard to social upliftment especially in rural areas.
- Interested candidates can undergo higher education programmes after completion of the course. Doctorate in Rural Development increases the chances to obtain a high profile job in future.
- The candidate can seek and apply for jobs in public as well as private sector enterprises

OPPORTUNITIES IN PUBLIC AND PRIVATE SECTORS

- Society for elimination of Rural poverty (SERP) implemented by DRDA
- District watershed development authority (DWMA).
- Rural Development officer (RBI)
- Asst.General Manager (NABARD)
- Jr.Lecturer's in General foundation course.
- Village Secretary
- JL in Economics
- Lecturer in Degree colleges
- APO's in MGNREGS
- Opportunities in teaching and research in NIRD
- Opportunities in research in CESS
- NGO's (National & International)
- Cooperative Societies
- Red Cross

In private Sector

- Industries
- Corporate enterprises
- Opportunities in the International organisations like UNDP, BFW, HIVOS, RED CROSS, INTER NATIONAL, etc...

EVALUATION:

- In this programme the students will study 20 papers in 4 semesters in 2 years course assigned to equal credits for each paper.
- 6 credits assigned to the Field work and Viva Voce in II & IV semesters. Out of 100 marks 15 marks allocated for mid semester 5 marks for online examinations , 5marks for Assignment and the remaining 75 marks for semester and examinations
- Out of 5 papers in each semester the student will study 4 core and 1 elective paper where the department offers 5 electives in each semester

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

1. To focus on the analysis of management, planning and policy-making issues in Rural Development.
2. To pursue career development in higher studies in the discipline of Rural Development and Economics such as M.Phil. & Ph.D.
3. To work in rural enterprises in form of policy makers, managers, analysts and consultants advising on operational efficiency and improvements
4. To provide employment in educational institutes, Rural Development Banks, trade centers, agriculture sector, dairy farms, banks, NGOs, research institutes, etc
5. To able to work in income and employment generating programmes, wage and infrastructure development programmes and area development programmes, etc...
6. To provide placements in national and international institutes like NIRD, RBI, World Bank, UNDP, IMF, NABARD, CESS, SERP, DRDA, DWDA, ITDA, etc.
7. To acquire knowledge to compete competitive examinations both in state and central level.

Programme outcomes:

1. To help in prediction, formulating suitable policies, simplify mass of figures, facilitate comparison of data, learn software programmes to analyze the statistical techniques.
2. To understand different categories of rural development policies and programmes and its impact on rural poverty and unemployment.
3. To inculcate about the scope, importance and sources of micro finance, SHGS and women empowerment.
4. To know the importance, structure, significance, resources of Indian rural economy.
5. To learn basic mathematics to analyze and understand economic problem to estimate Marginal value, rate of change, maxima and minima value, profit maximization and cost minimization, consumer and producer surplus, etc..
6. To know different theories of international trade and finance and its impact on Indian economy.
7. To understand the problem of rural sector, backwardness, income inequalities, regional imbalances, gender disparities and remedial measures.
8. To understand the economic behaviour of consumers and producers at micro and macro level.
9. To analyze social structure, stratification, different theories and factors of social change on Indian rural sector.

10. To grasp the knowledge on the sources of public revenue and expenditure and its impact.
11. To acquire the knowledge on rural industries and entrepreneurship.
12. To appraise the value of participatory rural appraisal and conventional methodology in solving human problems.
13. To understand the impact of pre and post economic reforms on LPG
14. To understand the structure and problems of AP economy after bifurcation.

Preamble: The new syllabus that is proposed for Rural Development curriculum following Choice Based Credit System (CBCS) has been prepared keeping in view of the guidelines given in UGC model curriculum for PG programme in Rural Development. The proposed syllabus covers almost the content suggested by UGC. This syllabus is oriented to create suitable workforce to support professional and teaching community in the field of Rural Development. It covers latest trends in the profession as well as theoretical research in different areas of rural development

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M.A RURAL DEVELOPMENT
CURRICULUM STRUCTURE FOR CHOICE BASED CREDIT SYSTEM (CBCS)
(W.E.F. 2019-20 ADMITTED BATCH)**

Preamble:- In view of the University Grants Commission advice, the syllabus has been redesigned. In first semester, the new revised syllabus is concentrating on overall economy, impact of social changes on rural development, the economics of Quantitative methods and computer knowledge, Rural Infrastructure and Live-Stock. The knowledge of these papers is very much useful to the society. The contemporary Industrial needs are inter related with the new designed syllabus.

FIRST YEAR – FIRST SEMESTER

Code	Title of the Paper	Credit Pattern In			Credit Value
		Lectures	Tutorials / Field Work/ Industrial Visits	Practicals	
CORE					
RD – 101	Micro Economic Analysis	3	1	0	4
RD - 102	Macro Economic Analysis	3	1	0	4
RD – 103	Social Change and Rural Development	3	1	0	4
RD - 104	Statistical Methods and Computer Applications for Rural Development	3	0	1	4
ELECTIVES					
RD -105(A)	Indian Rural Economy	3	1	0	4
RD - 105(B)	Economics of Rural Infrastructure	3	1	0	4
RD – 105(C)	Economics of Live - Stock	3	1	0	4
RD – 105(D)	Andhra Pradesh Economic Policy	3	1	0	4
RD – 105(E)	Corporate Social Responsibility and Public and Private Partnership in Rural Development	3	1	0	4
FOUNDATION COURSE					
RD - 106	Skill Development (Compulsory)	3	1	0	4
EXTENSION WORK		--	--	--	1

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Preamble:- In the second semester, the economic problems of the society are dealt with the new designed syllabus. The syllabus is mostly focused on social problems like eradication of poverty, mitigation of migration and reduce the economic inequality. The rural Industrialization of India can be studied successfully based on the knowledge of this new designed syllabus.

FIRST YEAR – SECOND SEMESTER

Code	Title of the Paper	Credit Pattern In			Credit Value
		Lectures	Tutorials/ Field Work/ Industrial Visits	Practical's	
CORE					
RD – 201	Rural Development: Principles and Approaches	3	1	0	4
RD - 202	Rural Development in India : Policies and Programmes	3	1	0	4
RD – 203	Indian Economic Policy	3	1	0	4
RD - 204	Rural Finance and Markets	3	1	0	4
ELECTIVES					
RD – 205(A)	Human Resource Development in Rural Sector	3	1	0	4
RD – 205(B)	Mathematical Methods for Rural Development	3	1	0	4
RD – 205(C)	Theory and Practice of Cooperation	3	1	0	4
RD – 205(D)	Economics of Health and Education	3	1	0	4
RD – 205(E)	Disaster Management in Rural Development	3	1	0	4
FOUNDATION COURSE					
RD – 206	Communication Skills (Compulsory)	3	1	0	4
FIELD WORK AND VIVA-VOCE		0	6	0	6
EXTENSION WORK		--	--	--	1

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Preamble:- In the third semester, the society at different levels is benefitted and the knowledge of the new syllabus has been scattered. Moreover, the Agriculture sector and Industrial and entrepreneurs sector have received huge amount of information from the revised syllabus. The contemporary Industrial needs can be highlighted through the present new syllabus.

SECOND YEAR – THIRD SEMESTER

Code	Title of the Paper	Credit Pattern In			Credit Value
		Lectures	Tutorials / Field Work/ Industrial Visits	Practicals	
CORE					
RD – 301	International Trade and Finance	3	1	0	4
RD - 302	Panchayati Raj institution and Rural Development	3	1	0	4
RD – 303	Agricultural Growth in India: Problems and Policies	3	1	0	4
RD - 304	Rural Industrialization and Entrepreneurship	3	1	0	4
ELECTIVES					
RD – 305(A)	Public Economics	3	1	0	4
RD – 305(B)	Rural Poverty and Unemployment	3	1	0	4
RD – 305(C)	Rural Markets	3	1	0	4
RD – 305(D)	Dairy Development	3	1	0	4
RD – 305(E)	Non-Conventional and Renewable Energy Resource Management	3	1	0	4
FOUNDATION COURSE					
RD – 306	Soft Skills (Compulsory)	3	1	0	4
EXTENSION WORK					
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Preamble:- The rural society has been benefited through the new syllabus of papers of fourth semester. All the papers of the semester deal with various problems of the rural society. Under environmental economics several Industrial problems are examined and the contemporary needs of the Industries are also examined and analyzed in many papers of the semester.

SECOND YEAR – FOURTH SEMESTER

Code	Title of the Paper	Credit Pattern In			Credit Value
		Lectur es	Tutorials/ Field Work/ Industrial Visits	Practical's	
CORE					
RD – 401	Micro Finance, SHGs and Women Empowerment	3	1	0	4
RD - 402	Participatory Rural Appraisal	3	1	0	4
RD – 403	NGOs and Rural Development	3	1	0	4
RD - 404	Environmental Economics and Natural Resource Management	3	1	0	4
ELECTIVES					
RD – 405(A)	Rural Project Planning, Management and Evaluation	3	1	0	4
RD – 405(B)	Production Economics and Farm Management	2	0	2	4
RD – 405(C)	Economics of Insurance	3	1	0	4
RD – 405(D)	Research Methodology	3	1	0	4
RD – 405(E)	Regional Planing in India	3	1	0	4
FOUNDATION COURSE					
RD - 406	Skill Development (Compulsory)	3	1	0	4
FIELD WORK AND VIVA-VOCE		0	6	0	6
EXTENSION WORK		--	--	--	1



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(W.E.F. 20119-20 ADMITTED BATCH)
ANNEXURE II
Scheme of Instruction and Examination

FIRST YEAR – FIRST SEMESTER

Paper Code	Title of the Paper	Credit Pattern In			Total	Sem.End Marks	Sessional Marks	Total	Total Credit Value
		L	T/F/I	P					
CORE									
RD - 101	Micro Economic Analysis	3	1	0	4	75	25	100	4
RD - 102	Macro Economic Analysis	3	1	0	4	75	25	100	4
RD - 103	Social Change and Rural Development	3	1	0	4	75	25	100	4
RD - 104	Statistical Methods and Computer Applications	3	0	1	4	75	25	100	4
ELECTIVES									
RD – 105(A)	Indian Rural Economy	3	1	0	4	75	25	100	4
RD – 105(B)	Economics of Rural Infrastructure	3	1	0	4	75	25	100	4
RD – 105(C)	Economics of Live-Stock	3	1	0	4	75	25	100	4
RD – 105(D)	Andhra Pradesh Economic Policy	3	1	0	4	75	25	100	4
RD – 105(E)	Corporate Social Responsibility and Public Private Partnership in Rural Development	3	1	0	4	75	25	100	4
FOUNDATION COURSE									
RD-106	Skill Development (Compulsory)	3	1	0	4	100	0	100	4
Extension Work						25		25	1

FIRST YEAR – SECOND SEMESTER

Paper Code	Title of the Paper	Credit Pattern In			Total	Sem.End Marks	Sessional Marks	Total	Total Credit Value
		L	T/F/I	P					
	CORE								
RD - 201	Rural Development: Principles and Approaches	3	1	0	4	75	25	100	4
RD - 202	Rural Development in India: Policies and Programmes	3	1	0	4	75	25	100	4
RD - 203	Indian Economic Policy	3	1	0	4	75	25	100	4
RD - 204	Rural Finance and Credit	3	0	1	4	75	25	100	4
ELECTIVES									
RD – 205(A)	Human Resource Development in Rural Sector	3	1	0	4	75	25	100	4
RD – 205(B)	Mathematical Methods for Rural Development	3	1	0	4	75	25	100	4
RD – 205(C)	Theory and Practice of Cooperation	3	1	0	4	75	25	100	4
RD – 205(D)	Economics of Health and Education	3	1	0	4	75	25	100	4
RD – 205(E)	Disaster Management and Rural Development	3	1	0	4	75	25	100	4
	FOUNDATION COURSE								
RD-206	Communication Skills (Compulsory)	3	1	0	4	100	0	100	4
RD-207	FIELD WORK AND VIVA-VOCE (100+100)	0	6	0	6(3+3)	----	----	200	6
	Extension Work					25		25	1

SECOND YEAR – THIRD SEMESTER

Paper Code	Title of the Paper	Credit Pattern In			Total	Sem.End Marks	Sessional Marks	Total	Total Credit Value
		L	T/F/I	P					
CORE									
RD - 301	International Trade and Finance	3	1	0	4	75	25	100	4
RD - 302	Panchayat Raj Institutions and Rural Development	3	1	0	4	75	25	100	4
RD - 303	Agricultural Growth in India: Problems and Policies	3	1	0	4	75	25	100	4
RD - 304	Rural Industrialization and Entrepreneurship	3	0	1	4	75	25	100	4
ELECTIVES									
RD – 305(A)	Public Economics	3	1	0	4	75	25	100	4
RD – 305(B)	Rural Poverty and Unemployment	3	1	0	4	75	25	100	4
RD – 305(C)	Rural Markets	3	1	0	4	75	25	100	4
RD – 305(D)	Dairy Development	3	1	0	4	75	25	100	4
RD – 305(E)	Non-Conventional and Renewable Energy Resource Management	3	1	0	4	75	25	100	4
FOUNDATION COURSE									
RD-306	Soft Skills (Compulsory)	3	1	0	4	100	0	100	4
Extension Work						25		25	1

SECOND YEAR – FOURTH SEMESTER

Paper Code	Title of the Paper	Credit Pattern In			Total	Sem.End Marks	Sessional Marks	Total	Total Credit Value
		L	T/F/I	P					
	CORE								
RD - 401	Micro Finance, SHGs and Women Empowerment	3	1	0	4	75	25	100	4
RD - 402	Participatory Rural Appraisal	3	1	0	4	75	25	100	4
RD - 403	NGOs and Rural Development	3	1	0	4	75	25	100	4
RD - 404	Environmental Economics and Natural Resource Management	3	0	1	4	75	25	100	4
ELECTIVES									
RD – 405(A)	Rural Project Planning, Management and Evaluation	3	1	0	4	75	25	100	4
RD – 405(B)	Production Economics and Farm Management	3	1	0	4	75	25	100	4
RD – 405(C)	Economics of Insurance	3	1	0	4	75	25	100	4
RD – 405(D)	Research Methodology	3	1	0	4	75	25	100	4
RD – 405(E)	Regional Planning in India	3	1	0	4	75	25	100	4
	FOUNDATION COURSE								
RD-406	Skill Development (Compulsory)	3	1	0	4	100	0	100	4
RD-407	FIELD WORK AND VIVA-VOCE (100+100)*	0	6	0	6(3+3)	---	---	200	6
	Extension Work					25		25	1

First and Second Mid Exam Marks=15 + Online Mid Exam Marks=05+Assignment Marks=05:

Total Session marks (15+05+05=25) for all papers.

Double valuation (Internal +External for all Semesters')

*Single valuation by Viva-Voce committee.

Submission of Dissertation on current issues 5 Months Duration

Total marks and total credits of M.A. Rural Development Programme

Marks First, Second, Third and Fourth Semesters put together 600+800+600+800=2800 Credits

First, Second, Third and Fourth Semesters put together 24+30+24+30 =108

Extension work: marks First, Second, Third and Fourth Semesters put

together 25+25+25+25=100

Credits of First, Second, Third, and Fourth Semesters put together 1+1+1+1=4



Dr. B.R.Ambedkar University, Srikakulam
General Regulations relating to
POST GRAUDATE AND PROFESSIONAL COURSES
Revised Syllabus for P.G. Courses with
Choice Based Credit System (CBCS) for the academic year 2016-17

0. Candidates seeking admission for the for two-year M.A. Rural Development Degree courses shall be required to have passed (B.A/B.Sc/B.Com/B.L/B.G.L/B.F.A/B.B.M/B.A.L) a degree examination of this University or a degree examination of any other University recognized by the Academic Council and equivalent thereto.

1. The course and scope shall be as defined in the Scheme of Instruction and syllabus prescribed.
2. The course consists of 2/4/6 semesters, @ two semesters/year, unless otherwise specified.
3. The candidates shall be required to take an examination at the end of each semester of the study as detailed in the Scheme of Examination. Each semester theory paper carries a maximum of 100 marks, of which 75 marks shall be for semester -end theory examination of the paper of three hours duration, 15 marks shall be for internal assessment, 05 marks shall be for online and 05 marks shall be for Assignment.
3. (a) Internal Assessment for 15 Marks: Two mid-term exams, one conventional (descriptive) and the second – ‘on-line’ with multiple choice questions for each theory paper shall be conducted. The average of these two mid-term exams shall be taken as marks obtained for the paper under internal assessment. If any candidate appears for only one mid-term exam, the average mark, dividing by two shall be awarded. If any candidate fails to appear for both the mid term exams of a paper, only marks obtained in the theory paper shall be taken into consideration for declaring the result. Each mid-term exam shall be conducted only once.
4. (b) Candidates shall be declared to have passed each theory paper if he/she obtains not less than E Grade i.e., an aggregate of 40 % of the total marks inclusive of semester-end and internal assessment marks in each paper.
5. A candidate appearing for the whole examination shall be declared to have passed the examination if he/she obtains a Semester Grade Point (SGP) of 5.0 and a CGPA of 5.0 to be declared to have passed the Course.

6. Notwithstanding anything contained in the regulations, in the case of Project Report/Dissertation/ Practical/Field Work/Viva -voce etc., candidates shall obtain not less than D grade, i.e., 50% of marks to be declared to have passed the examination.

7. ATTENDANCE: Candidates shall put in attendance of not less than 75% of attendance, out of the total number of working periods in each semester. Only such candidates shall be allowed to appear for the semester-end examination.

7. (a) A candidate with attendance between 74.99% and 66.66% shall be allowed to appear for the semester-end examination and continue the next semester only on medical and other valid grounds, after paying the required condonation fee.

7. (b) In case of candidates who continuously absent for 10 days without prior permission on valid grounds, his/her name shall automatically be removed from the rolls.

7 (c) If a candidate represents the University at games, sports or other officially organized extra-curricular activities, it will be deemed that he/she has attended the college on the days/periods

8 Candidates who put in a minimum of 50% attendance shall also be permitted to continue for the next semester. However, such candidates have to re-study the semester course only after completion of the course period for which they are admitted. The candidate shall have to meet the course fees and other expenditure.

9 Candidates who have completed a semester course and have fulfilled the necessary attendance requirement shall be permitted to continue the next semester course irrespective of whether they have appeared or not at the semester-end examination, at their own cost.

Such candidates may be permitted to appear for the particular semester-end examination only in the following academic year; they should reregister/ reapply for the Semester examination. The above procedure shall be followed for all the semesters

10. Candidates who appear and pass the examination in all the papers of each and every semester at first appearance only are eligible for the award of Medals/Prizes/Rank Certificates

11. BETTERMENT: Candidates declared to have passed the whole examination may reappear for the same examination to improve their SGPA, with the existing regulations without further attendance, paying examination and other fees. Such reappearance shall be permitted only within 3 consecutive years from the date of first passing the final examination. Candidates who wish to appear thereafter should take the whole examination under the regulations then in vogue.

12. The semester-end examination shall be based on the question paper set by an external paper-setter and there shall be double valuation for post-Graduate courses. The concerned Department has to

submit a panel of paper-setters and examiners approved by the BOS and the Vice-Chancellor nominates the paper-setters and examiners from the panel.

13. In order to be eligible to be appointed as an internal examiner for the semester-end examination, a teacher shall have to put in at least three years of service. Relaxation of service can be exempted by the Vice-Chancellor in specific cases.
14. If the disparity between the marks awarded in the semester-end examination by internal and external examiners is 25% or less, the average marks shall be taken as the mark obtained in the paper. If the disparity happens to be more, the paper shall be referred to another examiner for third valuation. In cases of third valuation, of the marks obtained either in the first or second valuation marks, whichever is nearest to the third valuation marks are added for arriving at the average marks.
15. Candidates can seek revaluation of the scripts of the theory papers by paying the prescribed fee as per the rules and regulations in vogue.
16. The Project Report/Dissertation/ Practical/Field Work/Viva-voce etc shall have double valuation by internal and external examiners.
17. A Committee comprising of the HOD, one internal teacher by nomination on rotation and one external member, shall conduct viva-voce examination. The department has to submit the panel, and the Vice-chancellor nominates viva-voce Committee.
18. Grades and Grade Point Details (with effect from 2009-10 admitted batches)

Range of Marks	>=85%	75%-84%	67%74%	58%-66%	50%-57%	40%-49%	<= 39%
Grade	O	A	B	C	D	E	F
Grade Points	10	9	8	7	6	5	0

Calculation of SGPA (Semester Grade Point Average) & CGPA (Cumulative Grade Point Average):

For example, if a student gets the grades in one semester A,A,B,B,B,D in six subjects having credits 2(S1), 4(S2), 4(S3), 4(S4), 4(S5), 2(S6), respectively. The SGPA is calculated as follows:

$$\{ 9(A) \times 2(S1) + 9(A) \times 4(S2) + 8(B) \times 4(S3) + 8(B) \times 4(S4) + 8(B) \times 4(S5) + 6(D) \times 2(S6) \}$$

SGPA=

$$\{4(S1)+2(S2)+4(S3)+2(S4)+4(S5)+4(S6)+2(S7)\}$$

$$= \frac{162}{20} = 8.10$$

- i. A student securing 'F' grade thereby securing 0.0 grade points has to appear and secure at least 'E' grade at the subsequent examination(s) in that subject.
- ii. If a student gets the grades in another semester D, A, B, C, A, E, A, in seven subjects having credits 4(S1), 2(S2), 4(S3), 2(S4), 4(S5), 4(S6), 2(S7) respectively,

$$\{6(D) \times 4(S1) + 9(A) \times 2(S2) + 8(B) \times 4(S3) + 7(C) \times 2(S4) + 9(A) \times 4(S5) + 5(E) \times 4(S6) + 9(A) \times 2(S7)\} \quad 162$$

$$\text{SGPA} = \frac{\{6(D) \times 4(S1) + 9(A) \times 2(S2) + 8(B) \times 4(S3) + 7(C) \times 2(S4) + 9(A) \times 4(S5) + 5(E) \times 4(S6) + 9(A) \times 2(S7)\}}{\{4(S1) + 2(S2) + 4(S3) + 2(S4) + 4(S5) + 4(S6) + 2(S7)\}}$$

$$= \frac{162}{22} = 7.36$$

$$\text{CGPA} = \frac{(9 \times 2 + 9 \times 4 + 8 \times 4 + 8 \times 4 + 6 \times 2 + 6 \times 4 + 9 \times 2 + 8 \times 4 + 7 \times 2 + 9 \times 4 + 5 \times 4 + 9 \times 2)}{(20 + 22)} = \frac{324}{42} = 7.71$$

- a) A candidate has to secure a minimum of 5.0 SGPA for a pass in each semester in case of all PG and Professional Courses. Further, a candidate will be permitted to choose any paper(s) to appear for improvement in case the candidate fails to secure the minimum prescribed SGPA/CGPA to enable the candidate to pass at the end of any semester examination.
- b) There will be no indication of pass/fail in the marks statement against each individual paper.
- c) A candidate will be declared to have passed if a candidate secures 5.0 CGPA for all PG and Professional Courses.
- d) The Classification of successful candidates is based on CGPA as follows:
 - i) Distinction –CGPA 8.0 or more;
 - ii) First Class –CGPA 6.5 or more but less than 8.0
 - iii) Second Class –CGPA 5.5 or more but less than 6.5
 - iv) Pass –CGPA 5.0 or more but less than 5.5
- e) Improving CGPA for betterment of class will be continued as per the rules in vogue.
- f) CGPA will be calculated from II Semester onwards up to the final semester.
CGPA multiplied by “10” gives aggregate percentage of marks obtained by a candidate.

Evaluation of Dissertation

Dissertation

The dissertation of M.A. Rural Development will be evaluated by both the project guide and the external examiner for 100 marks each. Average will be drawn to finalize the marks of end semester examination. The criteria for evaluation of the project report are as follows:

1. Organisation and Structure of Report	20 Marks
2. Literature Review	15 Marks
3. Style of Presentation	20 Marks
4. Standard of Methodology Adopted	20 Marks
5. Novelty and Utility	15 Marks
6. Referencing Style	10 Marks

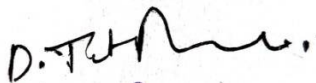
The remaining 100 marks are reserved for viva-voce examination which will be conducted by the External Examiner/HOD in the Department.

Equivalence of M.A. Rural Development to M.A. Applied Economics/M.A. Economics

Most of the universities and other academic institutions in the country have migrated from two year M.A. Rural Development degree to M.A. Applied Economics degree programme. But the recruitment rules (RR) for Junior Lecturers in Economics and Degree college lectures in Economics have not been changed. The minimum qualifications required for these posts are two years M.A. Rural Development or two year M.A. Applied Economics which is not applicable to two year M.A. Rural Development Degree holders. However, the modules taught in first year M.A. Rural Development are equivalent to M.A. Applied Economics degree offered in any recognized university/college/institution in the country. And the modules taught in second year M. A. Rural Development are equivalent to two year offered M.A. Economics in any recognized university/college/institution. Therefore,

“the committee recommends and resolved to consider M.A. Rural Development degree as an equivalent to M.A. Applied Economics (two years). This may also be printed in the certificates in future to avoid this kind of recognition problems in the employment market.”

(Prof. P.Chiranjeevulu)
Chairman
Board of Studies


(Dr. D.Tata Rao)
Course Coordinator



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Semester - I

Paper –101: Micro Economic Analysis

Objectives:

- To analyse the law of demand, revealed preference theory.
- To explain the production function, law of variable proportions, concepts of Iso-Quant, Iso-Cost.
- To analyse the economic behaviour of individual firms and markets.
- To analyse the Micro economic theories of factor pricing.
- To analyse the old welfare economics and new economic welfare.

Unit – I: Definition of Economics –Choice and Scarcity-Demand Function, Determinants of Demand, Law of Demand, Demand Curve, Elasticities of Demand; Supply Function, Elasticity of Supply, Concept of Equilibrium and Disequilibrium-Theories of Demand, Marginal Utility Analysis, Indifference Curve Analysis, Consumer Surplus, Revealed Preference Theory.

Learning outcomes:

- Students will be able to learn about demand and determinants of demand.
- Students can be able to learn marginal utility analysis, Indifference curve analysis.
- Students can be able to learn Consumer Surplus, Revealed Preference Theory.

Unit – II: Theory of Production and Cost:

Production Function, Factors of Production, Elasticities of Production, Law of Variable Proportions, Returns to Scale, Concepts of Iso-quant and Iso-cost - Producer's Equilibrium. Concepts of Cost, Opportunity Cost, Short-run and Long-run Cost, Fixed and Variable Cost, Average, Marginal and Total Cost and their inter relationship, Traditional and Modern Theories of Cost, U and L shaped LAC.

Learning outcomes:

- Students will be able to analyse the economic behaviour of individual firms and various market structures.
- Students will be able to learn concepts of cost like opportunity cost, short-run and long-run cost
- Students will be able to learn marginal and Total Cost and their inter relationship.

Unit – III: Price and Output Determination under Different Markets:

Meaning of Markets and Classification of Markets, Concepts of Total Revenue, Average Revenue and Marginal Revenue; Theories of Perfect Competition, Monopoly, Monopolistic Competition-Collusive Oligopoly, Kinked Demand Curve, Model-Cartel type of Collusion, Price-Leadership type of Collusion, Average Cost Pricing, Limit Pricing-Theory of Sales.

Learning outcomes:

- Students will be able to learn about meaning and classification of markets.
- Students will be able to understand theories of perfect competition, monopoly, monopolistic competition
- Students will be able to understand Kinked Demand Curve, Model-Cartel type of Collusion, Price-Leadership type of Collusion.

Unit-IV: Theories of Factor Pricing:

Marginal Productivity Theory of Distribution, Theory of Wages, Theory of Rent, Theory of Interest and Theory of Profits.

Learning outcomes:

- Students will be able to understand marginal productivity theory of Distribution.
- Students will be able to Theory of Wages, Theory of Rent, Theory of Interest and Theory of Profits.
- Students will be able to understand theory of Profits.

Unit – V: Welfare Economics:

Definition and Concept of Welfare, Old Welfare Economics and New Welfare Economics, Different Criteria of Social Welfare, Kaldor- Hick's Compensation Criteria, Parito Optimality Criteria, Bergson's Social Welfare Functions, Maximum Social Welfare.

Learning outcomes:

- Students will have a clear idea about welfare economics.
- Students will be able to understand different social welfare theories of Kaldor - Hicks, Parito and Bergson's.
- Students will be able to understand Parito Optimality Criteria, Bergson's Social Welfare Functions, Maximum Social Welfare.

Course Outcomes:

- Learn about demand and determinants of demand.
- Understand the economic behaviour of individual firms and various market structures.
learn about meaning and classification of markets.
- understand marginal productivity theory of Distribution.

Text Books:

Kreps, David M, (1990), A course in Microeconomic Theory, Princeton University press, Princeton.

Koutsiannis, A (1979), Modern Microeconomics (2nd Edition), Memillan Press, London.

Llyard, P.R.G. and A.M.Malterss (1978), Micro Economic Theory, Mc Graw Hill, INew York.

Sen, A. (1999), Micro economics: Theory and Applications, Oxford University press, New Delhi.

Stigler, G. (1996), Theory of price (4th Edition), prentice Hall of India, New Delhi.

Varian, H. (2000), Microeconomic Analysis, W.W.NoIrton, New York.

References:

Baumol V.J. (1982) Economics Theory and Operations Analysis, Prentice Hall, New Delhi

Henderson J..M and Quandt R.H (1980), Micro Economic Theory : A Mathematical approach, McGraw Hill , New Delhi.

Hirshleifer J. and A.Glazer (1997), Price Theory and Applications, Prentice Hall, New Delhi.

Archibald G.C. (Ed.) (1971) , Theory of the Firm ', Penquin, Hormondsworth

Perloff J.M (2001) Micro Economics : Addison Weslely Longman, Delhi

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- www.edx.org
- <https://onlinecourses.nptel.ac.in>



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Semester – I

Course: Paper–102: Macro Economic Analysis

Course Objectives:

1. To analyze the concepts of National Income and study about the basic models in recent developments
2. To study of the Theory of Employment and evaluation of Keynesian theory.
3. To explain the Properties of Consumption and Keynes's Psychological Consumption
4. To criticise the Theory of Investment function and explain the concept. Of multiplier.
5. To study of the different theories of Inflation and price level.

Unit – I

National Income:

Definitions of National Income, Concepts of National Income, Four Methods of GNI, Difficulties in the Measurement of National Income, Importance of National Income, Relation between Economic Welfare and National Income, National Economic Accounting, Circular flow of Income and Expenditure.

Learning Outcomes:

1. Student have learn the how to measurement of National Income
2. Learner can able to understand the National Economic Accounting
3. Learner can able to observe the relationship between Economic welfare and National income

Unit – II

Theory of Employment:

Classical Theory of Employment, Propositions & Implications of J.B.Say's Law, Criticism on Say 's law, the Principle of Effective Demand and Importance of Effective Demand, Repudiation of Say's law and Full- Employment, Paradox of Poverty, Wages and Employment, Evaluation of Keynesian Theory of Employment.

Learning Outcomes:

1. Student can understand theory of Employment and how to J.B. Say's Law
2. Learner can able to explain the principle of Effective Demand and its importance
3. Student can understand evaluation of Keynesian theory of employment.

Unit – III

The Consumption Function:

Meaning of Consumption Function, Properties or Technical Attributes of Consumption (MPC, MPS & APC), Keynes's Psychological Law of Consumption, Determinants of the Consumption Function, Measures to raise the Propensity to Consume, Importance of Consumption Function and Other theories of Consumption Function.

Learning Outcomes:

1. Student can able to understand the consumption function and its attributes
2. Learner can thinking about the how measure to raise the theories of consumption function
3. Learner examines Keynes's Psychological Law of consumption and other theory's.

Unit – IV

The Investment Function:

Meaning of Capital and Investment, Types of Investment and Determinants of Investment, Marginal Efficiency of Investment and Capital, the Concepts of Multiplier and Accelerator- The Multiplier-Accelerator Interaction (Super Multiplier).

Learning outcomes:

1. Student can observe the Investment Function and its types
2. Learner should think about the concept of Multiplier and Accelerator
3. Student Learn meaning of capital and investment and super multiplier

Unit – V

Inflation and Price Level:

Meaning, Types of Inflation, Theories of Inflation, the Phillips Curve, the relation between Unemployment and Inflation, Friedman's, Tobin's and Solow's views, causes of Inflation, Measures to Control Inflation, Effects of Inflation.

Learning Outcomes:

1. Student can understand the concept of Inflation and the relation between unemployment and Inflation.
2. Learner can explain the causes and measures to control inflation.
3. Student analyzes types of Inflation and Phillips curve.

Course Outcomes:

1. Students will be able to utilize a simple contemporary economic model such as the aggregate supply/aggregate demand model.
2. Learner describe the interrelationships among prices, income and interest rates as they affect consumption, saving and investment.

Text Books:

- 1, Shapiro, E: Macro Economic Analysis.
2. Dillaard, D: Economics of J.M.Keynes.

REFERANCES:

Aciley G.: Macro Economic Theory and Policy

Kauker: The Demand for Money

Mullor N.C (Ed.) : Readings in Macro Economics

Riedman, M: A Theory of consumption Function

Friedman, M. : Studies in Quantity Theory of Money

Naidu,K.M.D., & Ratnam, C. : Sthula Ardhika Visleshana (Telugu Academy).

Kishon Rao, S.Ct.al., : Aday : Mormaua Soddjamtja, - Dravya Vidhanam (Telugu Academy)

Raghuram, Ch.et.al. : Viluva, Sthula Siddhantham (Telugu Academy)

M.L.Jhingan – Macro - Economics

M.L.Sheth – Macro – Economic

Online Sources:

1. https://en.wikipedia.org/wiki/Measures_of_national_income_and_output

2. <http://www.economicdiscussion.net>

3. <http://www.digitaleconomist.org>



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Course 103: Social Change and Rural Development

Course Objectives:

1. To analyze the meaning of Social change and different theories of Social change.
2. To explain the impact of technological, cultural, Biological and social factors and also pattern of Social change and its impact on rural Society.
3. To examine the impact of social institutions and its change.
4. To describe the impact of economic development and impact of globalization on rural society.
5. To examine the changing trends in village leadership and village communities.

Unit – I

Social Change and Social Structure:

Meaning, Definition, Social Structure and Rural Development; Theories of Social Change – Evolutionary Theory, Cyclical Theory, Conflict Theory and Revolutionary Theory – Social Stratification, characteristics of social Stratification.

Learning Outcomes:

- Students will be able to analyze the meaning and different theories of social change.
- Student will be able to learn about social stratification, and its Characteristics.

Unit – II

Factors and Pattern of Social Change:

Technological, Biological, Cultural, Economic and Social Factors: Stimulants and barriers to change: Pattern of Social Change; Sanskritization, Modernization, Westernization, Urbanization and Industrialization and its impact on rural society.

Learning Outcomes:

- Students will understand the factors responsible for the social change and also stimulants and barriers to change.
- Student will learn about pattern of social change and its impact on Rural society

Unit-III

Social Institutions and Rural Development:

Family: Definition, Characteristics of Family, Forms of Family, Functions of Family, Changes in the Pattern of Family Organization- Caste: Definition, Distinction between Caste and Class, Advantages and Disadvantages of Caste System-Religion: Definition, Social Significance of Religion, Religion and Social Change; Marriage: Definition, Forms of Marriage, Marriage Systems in Primitive Societies and Institutional Change.

Learning Outcomes:

- Students will learn about different types of social institutions.

- Students can able to understand about social institutions and its impact on rural society.

Unit – IV

Analysis of Social Change Attributes:

Social Change and Economic Development; Economic Institutions and Change; Political Institutions and Change; Social Institutions and change, Globalization and Change, Social Progress.

Learning Outcomes:

- Students can learn the impact of economic development and Globalization on rural society.
- Students will be able to learn about changes in the political and social institutions.

Unit – V

Village Communities in India:

Meaning and Definition of Village Communities, Characteristics, Factors responsible for the growth of village communities, Tribal and Rural Communities: Types of Village Communities in India; Village Leadership, Characteristics and functions of village leader, changing trends in Village Leadership and Village Communities in India.

Learning Outcomes:

- Able to learn characteristics of village communities and village leadership.
- Enable to observe the recent trends in the concepts of village leadership and communities.

Course Outcomes:

- Learn about different theories of social change
- Understand different factors of social change
- Acquire knowledge about social institutions and its impact on rural society
- Know the impact of economic development and globalization on Indian society
- Learn about changing trends in the concepts of village leadership and village communities

Text Books:

R.M.Macivier and Charles H.Page: Society –An Introductory Analysis Macmillan India Pvt Ltd 1981,

M.Haralambos, R.M.Heald – Sociology – Themes and perspectives, Oxford University press Delhi, 1980.

Jos'eLo'pez and John Scott, Viva Books private Ltd, 2002

John.JMacions: Sociology- Prentice Hall International

Kenneth C.,W.Kammeyer, George Ritzer and Norman R.Yetman – Sociology – Experiencing Changing Societies – Allyn and Bacon – 1990

William Kornblum – Sociology in a changing world Holt, Riehart and Winston.Inc.1988

Peter G. Nolrtghouse – Leadership – Theory and Practice sage publications – 2007

References:

S.S.Prakash – Bonded Labour and Social Justice Deep & Deep Publications – 1990.
K.Singh – Principles of Sociology, Prakash Kendra, 1987
RuddarDatt.and K.P.M.Sundaram – Indian Economy, SChand & Company Ltd.2004.
B.KuppuSwamy – Social Change in India – Vikas Publishing House -1981.

Online Resource:

<https://www.groundswellinternational.org/how-we-work/theory-of-social-change/>
<http://yojana.gov.in/Final%20Kuru%20December%202015.pdf>
<http://ncert.nic.in/ncerts/I/lesy204.pdf>



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Semester-I

**PAPER-104: STATISTICAL METHODS AND COMPUTER APPLICATIONS FOR RURAL
DEVELOPMENT**

Objectives:

A Student successfully completing this course is expected to be able:

1. To present facts in a definite form
2. To simplify mass of figures
3. To facilitate comparison
4. To help in formulating and testing hypothesis
5. To help in prediction and formulating suitable policies
6. To learn software programmes to analyse the statistical techniques

Unit – I

Collection of Data: Primary and Secondary Data – Tools of Data Collection: Questionnaire, Schedule, Interview, and Observation – Presentation of Data: Tabulation of Data, Graphical Methods – Histogram, Pie-Chart, Bar Diagrams (Single, Multiple and Sub-divided).

Learning Outcome:

- Student should inculcate an idea about sources and tools of primary and secondary data.

Unit – II

Measures of Central Tendency: Meaning, Types: Mean, Median and Mode, Properties of a good Average – Merits and Limitations.

Measures of Dispersion: Meaning, Types: Range, Mean Deviation, Quartile Deviation and Standard Deviation, Properties of a good Dispersion - Merits and Limitations.

Learning Outcome:

- Student shall learn properties and measures of average and dispersion.

Unit – III

Correlation: Meaning, Types and Methods: Product Moment Method and Rank Correlation Method-Partial and Multiple Correlation-Probable Error, Significance of Correlation coefficient and Applications.

Regression: Meaning, Types and Methods: Applications of Simple Regression - Comparison between Correlation and Regression; Time Series and Index Numbers.

Learning Outcome:

- Learner shall be able to understand types and methods of correlation and regression.

Unit - IV

Sampling: Random Sampling – Simple, Stratified, Systematic, Cluster and Multi-Stage Sampling – Non-Random Sampling – Judgment, Quota, Convenience and Deliberate Sampling. Formation of Hypothesis: Null and Alternative – Errors: Type – I and Type – II – Tests: Z, t, χ^2 (Chi-Square Test) and F – Tests – Applications.

Learning Outcome:

- Student is expected to be able to acquire knowledge on sampling techniques, parametric and non-parametric tests of hypothesis

Unit – V

Operating Microsoft Office: MS – Word, Excel, Power Point –Operating SPSS (Statistical Package for Social Sciences), Applications of Statistical Tools and Techniques.

Learning Outcome:

- Student has to know the software programme of SPSS and MS – office.

Course Out comes:

A student successfully completing this course should be able to:

1. understand about sources and tools of primary and secondary data
2. learn properties and measures of average and dispersion
3. know types and methods of correlation and regression
4. acquire knowledge on sampling techniques, parametric and non-parametric tests of hypothesis
5. consist an idea about the software programme of SPSS and MS – office.

Text Books:

- S.P.Gupta - Statistical Methods – Sultan Chand & Sons, New Delhi – 110002, 2008.
- C.B.Gupta & Vijay Gupta – An Introduction of Statistical Methods – Vikas Publishing House Private Ltd. – New Delhi -110014, 1994.

References:

Devendra Tagore – Research Methodology in Social Sciences – Deep & Deep Publications Private Ltd. , New Delhi – 110027, 2008.

C.R.Kotari – Research Methodology- Methods and Techniques – ViswaParkas , New Delhi – 2002.

SanthoshGup[ta – Research Methodology and Statistical Techniques’ – Deep & Deep Publications Private Ltd., new Delhi – 110027, 2001.

G.V.Shenoi and MadanPant – Statistical Methods in Business and Social Sciences- Macmillmilan India LLtd., Delhi -110002, 1994.

D.K.Battacharya- Research Methodology – Excel Books, New Delhi-110028, 2003.

John or Stockton and CharlessT.Clark-Introduction to Business and Economic Status-South Western Publishing Company-Cincinnati, Ohio, 1972.

V.Rajaraman- Fundametals of Computers, Pretice, Hall of India Private Limited , New Delhi-110001, 2001.

Peter Nortons – Introduction to Computers – TalaMagra Hill – New Delhi- 110008, 2001.

Micro Soft and SPSS- Manuals of Micro Soft Office and SPSS.

Online Sources:

- <https://statisticalhorizons.com>
- <https://www.statistics.com>
- <https://stattrek.com>
- <https://www.statista.com>



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Semester - I

Paper-105 (A): Indian Rural Economy

Objectives:

- To explain the structure of Rural economy, importance and causes of rural backwardness
- To analyse the rural resource, like land utilisation, soils, crop pattern and other natural resources and also other rural industries.
- To examine the rural population and its labour force, problems and conditions of rural labour and policy measure to improve their conditions.
- To explain the rural unemployment, types of unemployment and govt. policies.
- To analyse rural poverty and migration and its consequences on rural society and also anti-poverty programmes.

Unit - I

Rural Economy of India:

Concept of Rural Area, Structure of the Indian Rural Economy-Importance and Role of the Rural Sector in India, Socio-Economic and Demographic Characteristics of the Indian Rural Economy, Causes of Rural Backwardness.

Learning Outcomes:

- The students can understand the concept of Rural Area.
- The learners can able to understand the structure of the Indian economy, importance and role of the sector in India.
- The students can understand the Socio-Economic and Demographic Characteristics of the Indian Rural Economy.

Unit - II

Rural Resources and Use:

Land Utilization, Agriculture Soils, Water Resources and Crop Pattern; Forest Resources and Social Forestry; Fisheries, and Other Allied activities.

Learning Outcomes:

- The students can understand the rural resources and its use.

- The students can able to learn about the changing pattern in the land, soils, forests, water, fisheries.
- The students can able to understand the other Allied activities

Unit – III

Rural Population and Labor:

Rural Population in India; Occupational Structure, Farmers, Agricultural Labourers, Artisans, Handicrafts, Traders, Forest Dwellers/Tribes and Others in Rural India Problems and Conditions of Rural Labour; Rural Labour Commission and its Recommendations, Policy for Labour force – Bheema and Insurance.

Learning Outcomes:

- The students will be able to know the rural population and labour occupations structure and its changes and also problems and conditions of the rural labour.
- The students can understand the different rural labour commissions and its recommendations.
- The students can able to understand the Policy for Labour force – Bheema and Insurance.

Unit – IV

Rural Unemployment:

Meaning of Unemployment; Structure of Unemployment; Disguised Unemployment; Under-Employment; Seasonal Unemployment; Estimates of Unemployment; Government Policy; Rural Wages, Recent Wage Rate Trends; Minimum Wages Act and its Implications.

Learning Outcomes:

- The students can able to understand the Meaning of Unemployment; Structure of Unemployment; Disguised Unemployment.
- The students enable to learn about the concept and types of unemployment and policy implications to eradicate rural unemployment.
- The students can understand the minimum wages act and its implications.

Unit - V

Rural Poverty and Migration:

Meaning of Poverty; Types and Conditions of Rural Poverty; Incidence of Rural Poverty; Trends of change in the levels of Rural Poverty; Measurement of Rural Poverty; Poverty Estimates; Causes and Consequences of Rural Poverty; Government Policy in the context of New Economic Policy; **Migration**-Types of Migration; Pull and Push Factors, Causes and Consequences of Migration; Initiatives for Reduction Rural Poverty in the context of New Economic Policy.

Learning outcomes:

- The students will have a clear idea about the rural poverty and its consequences.
- The students can learn about the concept of migration, types of migration and its impact on both rural and urban areas.
- The students will have a clear idea about the Pull and Push Factors, Causes and Consequences of Migration

Course Outcomes:

- understand the rural resources and its use.
know the rural population and labour occupations structure and its changes and also problems and conditions of the rural labour.
- learn about the concept and types of unemployment and policy implications to eradicate rural unemployment.

Understand the rural poverty and its consequences.

Text Books:

- G. Sridhar and D. Rajasekhar: Rural Development in India-Concept Publishing Company.
- I.C.Dingra: Rural Economics
- A.N.Agarwal and Kundana Lal: Rural Economy of India

References:

Rudradath and K.P.M.Sundaram-Indian Economy

Katara Singh: Rural Development in India

I.C.Dingra: Indian Economic Problems.

Online Sources:

- <https://www.tutorialspoint.com>
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- <https://swayam.gov.in>



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Semester-I

Paper-105 (B): Economics of Rural Infrastructure

Objectives:

1. To analyse the Social and Physical Infrastructure.
2. To explain the transport and Economic and Socio - Political Development.
3. To analyse the telecommunication mono play Vs Competition.
4. To analyse the coal, oil, Gas and Elector city.
5. To analyse the Education and Economic growth.

Unit-I: Infrastructure and Economic Development : Infrastructure as a Public good; Social and Physical Infrastructure; Characteristics of Public Utilities; Marginal Cost Pricing Vs other methods of Pricing of Public Utilities; Cross Subsidization-Free Price, Equity, and Efficiency; Public Sector Role in Infrastructure.

Learning outcomes:

- Students will be able to learn Characteristics of Public Utilities.
- Students will be able to learn Marginal Cost Pricing vs other methods of Pricing of Public Utilities.
- Students can be able to learn Public Sector Role in Infrastructure.

Unit-II: Transport Economics: Transport and Economic and Socio-Political Development; Demand for and Supply of transport; Pricing of different models of transport; Sector issues in transportation-Road, Railways, Airways, Passenger and Freight transport.

Learning outcomes:

- Students will be able to learn Transport and Economic and Socio-Political Development.
- Students will be able to learn Demand for and Supply of transport.
- Students will be able to learn Pricing of different models of transport.

Unit-III: Communications: Telecommunication-Monopoly Vs Competition; Affordable Rate-making in Telephone Utilities; Principles of decreasing costs in telephone Industry; Characteristics of Postal service; Criteria for fixation of Postal rates.

Learning outcomes:

- Students will be able to learn Telecommunication-Monopoly Vs Competition.
- Students will be able to learn Principles of decreasing costs in telephone Industry.
- Students will be able to learn Characteristics of Postal service

Unit-IV: Energy : Coal, Oil, Gas and Electricity; Primary of energy in the process of economic development; Factors determining Demand for energy; Effects of energy shortage; Energy Conservation; Renewable and Non-Conservational of Sources of Energy; the Electricity Sectors Reforms and Regulations; Status of Coal, Oil and Gas resources.

Learning outcomes:

- Students will be able to learn Coal, Oil, Gas and Electricity.
- Students will be able to learn Factors determining Demand for energy.
- Students will be able to learn Effects of energy shortage Energy Conservation; Renewable and Non-Conservational of Sources of Energy.

Unit-V: Education and Health : Education and Economic Growth; Returns to Education, the Case for Universal free Primary Education, Higher Education and Problems of Financing; Health dimension of Development; Determinants of Health-Poverty, Malnutrition, Literacy; Financing Of Health Care; in Equalities in Health-class and Gender perspectives.

Learning outcomes:

- Students will be able to learn Education and Health, Education and Economic Growth.
- Students will be able to learn Higher Education and Problems of Financing.
- Students will be able to learn Health dimension of Development.

Basic readings List:

1. World Development : Investing in Health, 1993.
2. Education for Development in Asia, Tilak, Sage Publications, 1994
3. Public Report on Basic Education in India, The frobe Team and centre for Development Studies.
4. Financing Education, Johns, R.L., Alexander, K and Jordan, K.F.
5. The Political Economy of the Educational Process, Mc Kenzie, R.B.
6. India Development Report, IGIDR, Various issues.
7. India Infrastructure Report, IGIDR, Various issues.
8. World Development Report : Infrastructure for Development, 1994.
9. Transport Economic Studies, Tyson and Davi.
10. Economic Analysis of Public Enterprises.
11. Transport Policy: An Interdisciplinary Approach, P.O 'Sullivan.
12. Transport Economics and Public Policy: With urban extensions, Aboucher, A.
13. Economics of Transportation and Logistics, Fair M.L. and Willams, E.W.
14. Urban Transport Economics, Henher, D.A.

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Semester-I

Course: Paper-105 (C): Economics of Live-Stock

Course Objectives:

1. The main objective of the course to development of dairy in India and World.
2. To study the structure and Importance of Live Stock Population.
3. To describe the Advantages and Disadvantages of Swine keeping.
4. To analyze the factors fertility and Hatchability of eggs-Chick sexing, Packing and Hatchery business.
5. To explain the Approaches to Management-Dairy Farming in India.

Unit-I:

Development of Dairy Industry in India and World – Present status and Future prospects of Livestock Development in India-Important breeds of Cattle and Buffalo, Traits of economic importance and their inter-relationships- System of breeding Economic traits-Methods of Breeding Management of Labour, Milking Management, Machine Milking and Hand Milking, Feed and Fodder Resources used for feeding of Cattle and Buffaloes– Scientific technique of Feeding.

Learner Objectives:

1. Learner can able to under stand the present status and future prospects of Livestock Development in India.
2. Student can explain the methods of breeding management of labour.

Unit-II:

Live-Stock Population Structure and Importance- Advantages and Disadvantages of Sheep farming under different systems of management-Breeding Management: Breeding Seasons-Feeding Management: Feeding Methods-Role of Management in the Prevention and Control of Diseases-Importance of Wool - Economics of Sheep and Goat farming.

Learner Objectives:

- 1.Learner can also able to understand the Advantages and Disadvantages of Sheep farming under different systems of management.
2. Student can explain the role of Management in the prevention and control of Diseases.

Unit-III:

Population and Importance - Economic Contribution of Pigs - Advantages and Disadvantages of Swine keeping-Breeds of Pigs - Selection of Breeding stock - Breeding Seasons Housing, Sanitation and Hygiene, Disease Prevention Feeding and Management of new born, Weaner and Finishers, Dry, Pregnant and Farrowing Sows.

Learner Objectives:

1. Learner should understand the economic contribution of pigs.
2. Student can understand the Disease prevention feeding and management of new born

Unit-IV:

Poultry Housing Systems: Cage Vs Floor System, Management of Chicks, growing, Procuring, care and pre-incubation storage of Hatching egg - Embryonic Development and Factors effecting fertility and Hatchability of eggs-Chick sexing, Packing and Hatchery business.

Learner Objectives:

1. Student can observe the cage vs floor system and management of Chicks.
2. Learner can able to understand the chick sexing, packing and hatchery business.

Unit-V:

Management Principles – Approaches to Management-Dairy Farming in India – Global Scenario -Management systems for Cattle and Buffaloes. Management during Breeding season-Recent development in Sheep and Goat Management and their relevance under Indian economic conditions, Management practices at different stages of Swine-The past, present and future of Swine Production Systems in India.

Learner Objectives:

1. Student can think about approaches' to management dairy farming in India.
2. Learner can able to understand the management practices at different stages of Swine.

Course Outcomes:

1. The main objective of the course to development of dairy in India and World.
2. To study the structure and Importance of Live Stock Population and the outcome of the Course, the student can get knowledge and opportunity.
3. To describe the Advantages and Disadvantages of Swine keeping.
4. To analyze the factors fertility and Hatchability of eggs-Chick sexing, Packing and Hatchery business.
5. To explain the Approaches to Management-Dairy Farming in India.
6. To study about course recent development in sheep and goat management .

Text Books

1. Arora SP. 1997. Feeding of Dairy Cattle and Buffaloes. Kalyani.
2. Dutta G. 1994. Care and Management of Dairy Cattle and Buffaloes. 3rd Ed. ICAR.
3. Thomas CK & Sastry NSR.1991 .Dairy Bovine Production. Kalyani.

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1. Devendra C & Mecleroy GB. 1982. Goat and Sheep Production in Tropics. Longman.
Gupta JL. 2006. Sheep Production and Management. BS Publ.
ICAR. 2002. Handbook of Animal Husbandry 3rd Ed. ICAR.
2. Kaushish 1994. Sheep Production in the Tropics and Sub Tropics. Scientific Publ.
Boden (e) S.1995. Swine Practice. WB London.

3. Narayankhedkar SG. 1997. Production and Management of Swine, Camel, Equine and Yak. Tindall Publ.

4. Ensminger ME. 1992. Poultry Science. International Book Distr. Co.
Hued LM. 2003. Modern Poultry Farming. Greenworld.

5. Powell-Owen W. 2008. Poultry Farming and Keeping. Daya Books.

6. Prashad J. 2005. Poultry Production and Management. Kalyani.

7. Singh RA. 1996. Poultry Production. 3rd Ed. Kalyani.

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SEMESTER - I

RD-105 (D) : ANDHRA PRADESH ECONOMIC POLICY

Course Objectives:

1. The aim of the course is to impart knowledge about different policies of the state Government for the development of different sector.
2. Introduce learners to the basic structure and problems of Andhra Pradesh Economy after bifurcation

Course Outcomes:

1. Identify and solve different problems faced by Andhra Pradesh.
2. Explain the changes taken place in GSDP, Per capita income and HDI in Andhra Pradesh.

The Course Design:

Andhra Pradesh Economic Policy is designed in to five Units.

UNIT-1: Gross State Domestic Product (GSDP) of Andhra Pradesh:

Growth trends in Gross State Domestic Product (GSDP) of Andhra Pradesh after bifurcation (Since 2011-2012) – Contribution of different sectors to GSDP- Per capita income, Human Development Index (HDI) as a measure of Development in Andhra Pradesh.

Learning Outcomes:

- Know the contribution of Different sectors to GSDP.
- Understand the changes in per capita income and HDI in AP

UNIT-2: Planning in Andhra Pradesh:

State Planning mechanism –Priorities and resource allocation pattern - Overall assessment of five year plans in Andhra Pradesh - Public distribution system (PDS) in Andhra Pradesh.

Learning Outcomes:

- Know about the functioning of state planning mechanism.
- Critically assess the achievements and failures of five year plans in AP.
- Understand the functioning of PDS in AP.

UNIT-3: Agriculture Sector in Andhra Pradesh:

Contribution of Agriculture to Income and Employment in Andhra Pradesh- Implementation of land reforms in Andhra Pradesh - Irrigated area in Andhra Pradesh - cropping pattern in Andhra Pradesh - Sources of agriculture finance in Andhra Pradesh - Agricultural subsidies in Andhra Pradesh - Administered prices including support and procurement prices.

Learning Outcomes:

- Understand the contribution of Agriculture to income and employment in AP
- Know the sources of Agriculture finance in AP
- Analyze the impact of agriculture subsidies in AP

UNIT-4: Industrial Sector in Andhra Pradesh:

Growth and structure of Industries in Andhra Pradesh - Institutional sources of Industrial finance in Andhra Pradesh – Industrial corridors and SEZs in Andhra Pradesh – Bottlenecks for industrial development in AP.

Learning Outcomes:

- Understand the trends in industrial development in AP.
- Identify the Problems of Industries in AP.
- Know the role of industrial corridors and SEZs in AP.

UNIT-5: Service Sector in Andhra Pradesh:

Trends in the growth of service sector in Andhra Pradesh: Importance, composition and growth with special reference to transport, tourism, communication and information technology.

Learning Outcomes:

- Know the contribution of services sector for the economic development in AP.
- Understand the role of transport, tourism and IT sectors in AP economy.

Basic Readings List:-

1. CESS: Center for Economics and Social Sciences.
2. Human Development Report in Andhra Pradesh 2011.
3. National Council of Applied Economic Research, New Delhi, Survey of Backward Districts of A.P.
4. Laxmana Rao, V. Economic Growth of A.P.
5. Selected Socio Economic Indicators – 2015. Directorate of Economic and Statistics Government of A.P. Hyderabad.
6. An outline of Agricultural situation in A.P. 2011-12 (DES-A.P, HYD).
7. Socio-Economic Survey 2017-2018 Government of A.P. (Planning Department).
8. S. Mahendra Dev. Inclusive Growth of Andhra Pradesh.

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Semester - I

Course: Paper –105 (E): Corporate Social Responsibility and Public Private Partnership in Rural Development

Objective of the Course:

1. the main objective of the course student understands CSR and corporate governance.
2. This course more help the social responsibility and achieve the millennium development goals.
3. The course defining and distinguishing concepts of collaborative governance.
4. this course can achieve the stakeholders of PPPs and their roles.
5. This course is more help the student to learn a strategic business tool for sustainable development

UNIT- I

Introduction to CSR: Meaning & Definition of CSR, History & evolution of CSR. Concept of Charity, Corporate philanthropy, Corporate Citizenship, CSR-an overlapping concept. Concept of sustainability & Stakeholder Management. CSR through triple bottom line and Sustainable Business; relation between CSR and Corporate governance; environmental aspect of CSR; Chronological evolution of CSR in India; models of CSR in India, Carroll's model; drivers of CSR; major codes on CSR; Initiatives in India.

Learner outcomes:

1. Student can learn fundamentals of CSR and awareness of all models of CSR in India.
2. Learner can able to understand the relation between CSR and corporate governance.

UNIT- II

International framework for corporate social Responsibility, Millennium Development goals, Sustainable development goals, Relationship between CSR and MDGs. United Nations (UN) Global Compact 2011. UN guiding principles on business and human rights. OECD CSR policy tool, ILO tri-partite declaration of principles on multinational enterprises and social policy.

Learner outcomes:

1. Student understand the international framework for corporate social responsibility.
2. Student can learn about the UN guiding principles on business and human rights.

UNIT- III

CSR-Legislation In India & the world. Section 135 of Companies Act 2013.Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India. Review of successful corporate initiatives & challenges of CSR.Case Studies of Major CSR Initiatives.

Learner outcomes:

1. Student can understand the CSR – Legislation in India and the world.
2. Learner can able to understand the appointment of independent directors on the board.

UNIT- IV

Introduction to Public Private Partnership: concepts of collaborative governance, strategic philanthropy, public-private partnerships, multi-stakeholder partnerships, corporate social responsibility, sustainability, conscious capitalism, shared value partnerships, and triple bottom line, value of leveraging innovative partnerships-public policy problems

Learner outcomes:

1. Student should learn the defining and distinguishing concepts of collaborative governance.
2. Student can able to discuss the conscious capitalism, shared value partnerships.

UNIT-V

Transportation/Infrastructure: Finance and manage public transportation and infrastructure projects, Value for Money (VfM) and other concepts –economic viability of partnerships, Recent PPPs in transportation and infrastructure.

Learner outcomes:

1. Student can learn the stakeholders of PPPs and their roles.
2. Student can learn the role of public sector in corporate government programs that Encourage voluntary responsible.

Course outcomes:

1. This course help the student for getting opportunities in CSR.
2. It is more help the student learn a strategic business tool for sustainable development.
3. This course is help the student is a successful corporate and need challenges of CSR
4. Student should learn the defining and distinguishing concepts of collaborative governance.
- .5. Student can learn the stakeholders of PPPs and their roles.

Text Books:

1. Corporate Social Responsibility: An Ethical Approach - Mark S. Schwartz
2. The World Guide to CSR - Wayne Visser and Nick Tolhurst
3. Innovative CSR by Lelouche, Idowu and Filho
4. National Council for Public-Private Partnerships, Assessing the Added Value of Public-Private Partnerships, 2012.

Reference Books:

4. Corporate Social Responsibility in India - Sanjay K Agarwal
5. Handbook on Corporate Social Responsibility in India, CII.
6. Handbook of Corporate Sustainability: Frameworks, Strategies and Tools - M. A. Quaddus, Muhammed Abu B. Siddique
7. Growth, Sustainability, and India's Economic Reforms – Srinivasan
8. Corporate Social Responsibility: Concepts and Cases: The Indian - C. V. Baxi, Ajit Prasad
9. .Mallin, Christine A., Corporate Governance (Indian Edition), Oxford University Press, New Delhi.
10. Blow field, Michael, and Alan Murray, Corporate Responsibility, Oxford University Press.
11. Francesco Perrini, Stefano, and Antonio Tencati, Developing Corporate Social Responsibility-A European Perspective, Edward Elgar. University of Delhi.
12. Sharma, J.P., Corporate Governance, Business Ethics & CSR, Ane Books Pvt Ltd, New Delhi.
13. Sharma, J.P., Corporate Governance and Social Responsibility of Business, Ane Books Pvt. Ltd, NewDelhi

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- <https://www.mdpi.com>



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Semester - II

Paper–201: Rural Development: Principles and Approaches

Objectives:

- To analyse the concept, basic elements, need and importance of rural development and also sustainable livelihoods and reduction of socio economic disparities.
- To explain the theories propounded by different economists on rural development and also to examine Gandhian model of Rural Development.
- To improve the ability of the learners on determinants of rural development on different aspects and also accountability, transparency good governance, Social audit and effective peoples participations.
- To examine the implementation, Monitoring and evaluation of rural development projects and also different techniques.
- To analyse the decentralised planning panchayat raj institutions and role of NGO'S and GO's for rural development.

Unit – I

Concepts and Connotations of Rural Development-Basic elements of Rural Development.- Implications of Growth and Development in Rural Economy -Need and Importance of Rural Development for creation of Sustainable Livelihoods and Reduction of Socio-economic disparities-Aspirations and expectations of rural poor and, an overview of Policies and Programmes for Rural Development.

Learning outcomes:

- Student can able to explain the concept and basic elements, need and importance of rural development.
- The students can understand the Socio-economic disparities-Aspirations and expectations of rural poor.
- Student can able to understand the An overview of Policies and Programmes for Rural Development.

Unit – II

Theories of Development with focus on Rural Development:

Classical Theory of Growth- Adam Smith, David Ricardo, Malthus, and J. S. Mill, Modernization theory- Classical view; The Dependency theory- Marxview; Lewis model of Economic development with unlimited supplies of Labour-Ranis and Fie model of Agricultural surplus,-Critical Minimum Effort by Leibenstin- . Theory of Disguised un-employment by Nurkse. -Gandhian model of Rural Development-Integrated Rural Development Approach – Successful R.D models.

Learning outcomes:

- Student will be able to explain different theories propounded by eminent economists.
- Students will understand the different approaches of Rural Development.
- Students will understand the Theory of Disguised un-employment by Nurkse. - Gandhian model of Rural Development.

Unit – III**Determinants of Rural Development:**

- 1) Production and Productive 2) Natural Resources, 3) Labour Employment, 4) Capital, 5) Appropriate and Affordable Technologies 6) Organizational and Institutional Framework; Accountability, Transparency, Good Governance, Social Audit, Effective People Participation.

Learning outcomes:

- The students will be able to learn about the determinants of Rural Development.
- The students enable to understand the Production and Productive, Natural Resources, Labour Employment
- The students enable to understand the concepts of Accountability, Transparency, Good Governance, Social Audit, and Effective People Participation.

Unit – IV

Decentralized Planning and Institutional Mechanism, and Partnership and Financing for Rural Development: Levels and functions of planning-Micro, Macro and Grass-root planning level, Planning in Agriculture- Gram-Panchayat, Block and District Level Planning- Successful Development Models-Search for a New Paradigm-Convergence of Basic services and Sector - coordination, Conservation resources and Criteria for identification of beneficiaries under various Schemes and appropriate organizations-Government organizations, Panchayat Raj Institutions, Cooperatives. Community Based Organizations, Non-Governmental Organization for partnership in local area development.

Learning outcomes:

- The students will be understand the decentralisation planning and institutional mechanism and also financial sources for rural development.
- The students can enable to learn about Cooperatives, Community Based Organizations, Non-Governmental Organization for partnership in local area development.

Unit – V**Implementation, Monitoring and Evaluation:**

Introduction- Approaches to Project Planning and Implementation, Project Control-Integration and Co-ordination. Techniques for facilitating People's participation implementation and Monitoring of projects, Different methods in Monitoring-Evaluation of Rural Development Projects.

Learning outcomes:

- The student can understand the Approaches to Project Planning and Implementation, Project Control-Integration and Co-ordination
- The students enable to understand the Project Control-Integration and Co-ordination
- The students enable to understand the implementation, monitoring and evaluation process of R.D programmes and projects.

Course Outcomes:

- Understand the basic elements, need and importance of rural development.
- Understand different theories propounded by eminent economists.
- Learn the determinants of Rural Development.
- Understand the decentralisation planning and institutional mechanism and also financial sources for rural development.
- Understand the Approaches to Project Planning and Implementation, Project Control-Integration and Co-ordination

Text Books:

- Katar Singh: Rural Development in India – Theory History and Policy in
- Todaro M.P. Economic Development in III World war
- Arora R.C – Integrated Rural Development in India
- Dhandekar V.M and Rath N poverty in India
- A.N. Agarwal and Kundana Lal: Rural Economy of Indi

References:

Rudradath and K.P.M. Sundaram-Indian Economy

I.C. Dingra: Rural Economics

I.C. Dingra: Indian Economic Problems

Journals of Kurukshetra, Yojana,, Planning Commission Reports and Economic Survey of India.

NABARD, Study on Implementation of IRDP

Online Sources:

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- www.visvabharati.ac.in
- <https://www.reading.ac.uk>



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Course 202: Rural Development in India: Policies and Programmes

Course Objectives:

- To explain the learners about the Pre - Independence and Post- Independence rural development programmes.
- To examine the different kinds of approaches and policies for Rural Development.
- To analyse the impact of Rural development programmes on rural poverty.
- To explain the different kinds of area development programmes
- To examine the welfare schemes implemented by the Govt.of Andhra Pradesh.

Unit – I

Rural Development:

Meaning, Definition, Scope and Concept of Rural Development, Components of Rural Development, Pre-Independence Rural Development Programmes : Sriniketan Programme-Gurgaon Programme -Martandum Experiment-Baroda Experiment – Nilokheri-Etwa Pilot Project and Bombay Experiment .

Learning outcomes:

- Students can understand the definitions, concepts and components of Rural Development.
- Students can able to explain the different categories of R.D programmes in the Pre – Independence period.

Unit – II

Approaches and Policies for Rural Development:

Approaches for Rural Development: Broad Front Approach, Sectoral Approach, Area Approach and Target Group Approach and Participatory Approach;

Policies for Rural Development: National Forest Policy, National Water Policy and National Agricultural Policy.

Learning outcomes:

- Students will be able to understand the different types of Approaches and policies for Rural Development.
- Students will be learn different policies for Rural Development.

Unit – III

Rural Development Programmes:

SwarnaJayanti Gram SwarojgarYojana (SGSY) Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), National Rural Livelihood Mission(NRLM) Pradhan Manthri Gram SadakYojana (PMGSY) Bharat Nirman – Swachh Bharat, P.M JandhanYojana. National Rural Health Mission (NRHM), SarvaShikshaAbhiyana (SSA), National Rural Livelihood Mission (NRLM). Micro Units Development and Refinance Agency (MUDRA),P.M.AwasYojana (PMAY),Pradhan MantriFasalBhimaYojana(PMFBY).

Learning outcomes:

- Students will be understand the objectives of Rural Development and the impact of Rural Development programmes on rural poverty.
- Students will be able to explain different types of Rural Development programmes.

Unit – IV**Area Development Programmes:**

Drought Prone Area Programme (DPAP)-Desert Development Programme (DDP)-Tribal and Hill Area Development Programme (THADP), Command Area Development Authority (CADA), Watershed Development Programme (WDP), Integrated Wastelands Development Programme (IWDP), Special projects for Agricultural Development with special reference to rain-fed areas under RashtriyaKrishiVikasYojana (RKVY), Programmes for mitigation of floods and disasters and also relief and rehabilitation programmes under National Disaster Management Authority (NDMA).

Learning outcomes:

- Students the will have a clear idea about the area development programmes and its impact.
- Students can understand the relief and rehabilitation programmes under National Disaster Management authority.

Unit – V**Rural Development and Welfare Schemes in A.P:**

Jalayagnam-Indira KrantiPatham (Velugu), Pavalavaddi, Abhayastham, Arogyasri, Roshini, Bangarutalli, SC&ST Sub-Plan: Social Security Scheme: Old Age Pensions, Widow Pensions, Disabled Pensions, Maternity Aid to Pregnant Women.

Learning outcomes:

- The students will enable to explain the R.D Programmes implemented by the State Government A.P.
- The students will able to understand the welfare Programmes implemented by the State Government of A.P.

Course outcomes

- Learn the different types of rural development experiments in the pre-Independence period
- Understand different approaches and policies for rural development
- Acquire knowledge on rural development programmes and its impact on rural poverty
- Know the different types of area development programmes
- Understand the R.D .Programmes and Schemes implement by the government of A.P.

TEXT BOOKS:

Katar Singh: Rural Development principles, policies and Management, Second edition sage publications, 1999

Todaro M.P: Economic Development in III World – Orient Long Man, 1985, 3rd edition

Arora R.C – Integrated Rural Development in India-S.Chand -1980-1st edition:

I.C.Dingra: Indian Economic Problems: Sultan Chand & Sons-1995.

B.K.Prasad: Rural Development-Sarup & Son's Publications.

Dr.Shankar Chatterjee: Implementation of R.D in India-Serials publications.

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Kurushetra, Journal of R.D, Ministry of Rural Development, New Delhi (Monthly)

Yojana, Ministry of Information and Broad Casting, New Delhi (Monthly)

Journal of Rural Development, Ministry of Rural Development, Government of India

Online Resource:

<https://www.india.gov.in/policies-and-acts-ministry-rural-development>

<https://www.mapsofindia.com/my-india/government/schemes-for-rural-development-launched-by-government-of-india>

https://www.researchgate.net/publication/a_review_of_Rural_Development_Programmes_in_India



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Semester-II

Paper-203: Indian Economic Policy

Objectives:

- To analyse the economic development and India's experiences and sustainable development –Indicators of Development.
- To explain the Indian economic planning five year plan objectives and strategies.
- To explain the liberalization, globalisation and its impact on Indian economy.
- To analyse the review of monetary policy of R.B.I
- To explain the trends in revenue and expenditure of the central and state government.

Unit-I:Economic Development and India's Experiences: Economic Development and its measurement- Sustainable Development- Indicators of Development- Physical Quality Life Index (PQLI), Human Development Index (HDI), and Gender Development Indices (GDI).

Learning outcomes:

- Students will be able to know the economic development.
- Students will be able to learn Sustainable Development- Indicators of Development.
- Students will be able to learn Physical Quality Life Index (PQLI), Human Development Index (HDI), and Gender Development Indices (GDI).

Unit-II:Indian Economic Planning: Features and Objectives of Planning- Strategies of Planning- Achievements and Short-falls- Five Year Plan Objectives and Strategies- Sub-Plans for SCs/STs-Federation of Indian Chambers of Commerce and Industry (FICCI), Dalit Indian Chamber of Commerce & Industry (DICCI), Gender Inequalities.

Learning outcomes:

- Students will be able to know the importance of five year plans in economic development.
- Students will be able to learn Federation of Indian Chambers of Commerce and Industry (FICCI), Dalit Indian Chamber of Commerce & Industry (DICCI), Gender Inequalities.
- Students will be able to learn Strategies of Planning- Achievements and Short-falls- Five Year Plan Objectives and Strategies.

Unit-III:Indian Monetary Policy: Financial sector Reforms- Interest Rate Policy- Review of Monetary Policy of RBI; SEBI and Capital market Reforms.

Learning outcomes:

- Students can be able to learn Indian Monetary Policy: Financial sector Reforms.
- Student will able to understand the interest rate policy.
- Students can be able to learn monetary policy of RBI.

Unit-IV: Indian Fiscal Policy: Economic Reforms and Liberalization, Globalization and its impact on Indian Economy- WTO and its impact on different sectors of the Economy.

Learning outcomes:

- Student will have a clear idea on liberalization, Globalization.
- Students can be able to learn WTO and its impact on different sectors of the Economy.
- Students can be able to learn Liberalization, Globalization and its impact on Indian Economy

Unit-V: Indian Public Finance: Fiscal Federalism – Trends in Revenue and Expenditure of the Central and State Governments- Centre-State Financial Relations- Finances of the Central Government- Finances of the State Government- Problems relating to Fiscal Policy.

Learning outcomes:

- Students can be able to understand Fiscal Federalism
- The students able to understand the trends in revenue and expenditure of the state and central government.
- Students can be able to understand Finances of the State Government- Problems relating to Fiscal Policy.

Course Outcomes:

Know the economic development.

- Know the importance of five year plans in economic development.
- Understand the interest rate policy.
- Clear idea on liberalization and Globalization.

Text Books:

Chunawalla. I.J. and I.M.D; Little (Eds.) (1999), India's economic reforms and development (Essays in honour of Manmohansingh, Oxford university press, New Delhi.

Brahmananda P;R. and V.R.Panchamukhi (Eds.) (2001), Development Experience in the Indian Economy ; Inter-State perspectives, Ecokwell, Delhi.

Tadero, M. (1977), Economic Development in the Third World Addition-Wesley, England.
United Nations Development programmer (1977), Human Development Report, Oxford University Press, New Delhi.

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Chellaiah, Raj, J. (1966), Towards sustainable Growth-Essays in Fiscal and Financial Sector Reforms in India, Oxfords University Press, New Delhi.

P.P.Arya and B.B.Tandon : Economic Reforms in India; Deep and Deep Publications Pvt. Ltd. , New Delhi – 110027, 2003

RuddarDatt and K.P.M.Sundharam : Indian Economy , S.Chand& Co. Ltd., New Delhi – 110055, 2008.

S.K.Misra and V.K.Puri : Indian Economy – Its Development experience, Himalaya Publishing House, Bombay – 400004, 1994.

K.N.Prasad : Indian Economy : Before and Since the Reform ; Atlantic publishers and Distributors, New Delhi – 110027, 2003.

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Semester - II

Course: Paper-204: Rural Finance and Credit

Course Objectives:

1. To study about the concept of rural finance and markets
2. To analyse the commercial banks, RRBs and Cooperative Banks
3. To explain the co-operative movement in India
4. To analyse the principles of cooperative credit societies
5. To study of the cooperative marketing and rural markets

Unit – I

Introduction:

Concept of Rural Finance, Rural Indebtedness; Reasons and Consequences, Need for rural credit, role of credit, Objectives of the Credit- Sources of the Rural Credit, Institutional and Non-institutional Credit-Credit delivery mechanism in rural finance management; Problems of Rural Finance., SHGs, Mahila Banks

Learner Outcomes:

1. Student understand the concept of rural finance and markets and rural indebtedness
2. Learner explain the sources of rural credit and credit delivery mechanism in rural finance
3. Student observes problems of rural finance and explains SHGs, Mahila Banks.

Unit – II

Commercial Banks and Rural Credit:

Objectives and Functions of Commercial Banks-The Progress of Commercial Banks; Terms and Conditions of Finance Re-payment; Lead Banks Scheme - Service Area Approach-New Strategy for Rural Credit.

Learner Outcomes:

1. Learner understand the progress of commercial banks and how to repayment procedure.
2. Learner discusses objectives and functions of Commercial Banks.

Unit – III: Regional Rural Banks and Rural Credit

Role of RRBs in Rural Credit-Aims Objectives and Functions of RRBs-Progress of RRBs-Financing and Re-payment procedure of RRBs.

Learner Outcomes:

3. Learner understand the progress of RRBs and how to repayment procedure.
4. Student define the role of RRBs in rural credit and how to repayment procedure of RRBs.
5. Learner discusses objectives and functions of RRBs.

Unit – IV

Co-operative Credit Movement in India:

Importance and Role of Co-operatives; Principles of Cooperatives, Growth and Progress of Cooperatives; Cooperative Movement in India; Aims, Objectives and Functions of Cooperatives.

Learner Outcomes:

1. Student can able to understand the role of cooperatives and its growth and progress.
2. Learner can understand the cooperative movement in India and functions of cooperatives.
3. Learner examines principles aims, objectives of cooperatives.

Unit – V

Cooperative Credit Societies- Structure of Cooperative Credit Societies–PACs, DCCBs, and APSCB; Aims, Objectives and Functions-Terms and Conditions of Finance and Re-payment progress of Cooperatives; Objectives and Functions of NABARD; Achievements and Performance of NABARD-Problems – Kisan Credit Card.

Learner Outcomes:

1. Student explains the structure of cooperative credit societies.
2. Learner understands the achievements and performance of NABARD and its facing problems.
3. Student observes terms and conditions of finance and repayment and Kisan Credit Card.

Course Outcomes:

1. Student can able to describe the basic issues of rural finance and using of rural finance for improve their livelihoods.
2. Learner understand about the commercial banks, regional rural banks and cooperative banks and its role in rural area
3. Student can understand the cooperative movement in rural India and able to describe aims, objectives and functions of cooperatives
4. This course utilizes the student for analyse the concept of cooperative societies and how can services the people.
5. In the course, learner can able to discuss the marketing structure regarding cooperative markets.

Text Books

1. Rudradath and K.P.M.Sundaram-Indian Economy—S.cand & Co. Limited, New Delhi-110055, 2008
2. S.K.Mistra & V.K.Puri – Indian Economy- Himalaya Publishing House, Mumbai-400004, 2008.

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2. A.N.Agarwal and Kundana Lal: - Rural Economy of India – Vikas publilshing House Ltd. – New Delhi-110014, 1990.
3. R.D.Bedi – Theory, Histroy and Practice of Co-operation, Loyal Book Depot, Meerut, 1979
4. Dr.B.S.Mathur – Co-operation in India – Sahitya Bhawan, Agra – 282003, 1988.
5. Rais Ahmad – Rural Banking and Economic Development – Mittal publications, New Delhi – 110059, 1998..
6. T,N,Hajela – Principles, problems and practice of Cooperation- Shivala Agrawala & Co. – Agra-3, 1987.
7. I.C.Dingra – Rural Banking in India – Sultan Chand & Sons, New Delhi – 110002, 1994.
8. S.K.Datta – Co-opeative Socities and Rural Development, Mittal Publications – New Delhi-110059, 1991.
9. M.L.Varma – Rural Banking in India – Rawat Publications, Jeypore – 302017, 1988.
10. Rudra Pratap Singh – NABARD – Organization – Management and Role- Deep & Deep Publications, New Delhi – 110027, 1994.

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2. <http://documents.worldbank.org>
3. <https://www.woccu.org>
4. <http://www.econ.yale.edu>



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Semester –II

Course: Paper-205(A): HUMAN RESOURCE DEVELOPMENT IN RURAL SECTOR

Objectives

1. To analyse the importance of human resource development in rural sector
2. To study about the Methods and Techniques of human resource planning
3. To explain the different organisations and programmes for development of human resource in India
4. To understand the dimensions of human resource development in India
5. To analyse the man power and training for rural development in India

Unit –I

Human Resource Development:

Need for Human Resource Development, Elements of Human Resource Development in Rural Sector, Importance of HRD in Accelerating Rural Development – Human Capital Formation – Investment for rising Nutritional and Education Standards.

Learner Outcome:

1. Student can understand about the how planning of human resource to use economic development in rural India and
2. Learner can analyse the human capital formation for to raise the investment as maintain the nutritional and education improvements.

Unit –II

Human Resource Planning:

Significance, Methods and Techniques, Human Resource Planning, Job Analysis, Recruitment and Selection Process;-Induction and Placement-Promotion and Transfers.

Learner Outcome:

1. Learner can able to understand about the using of different methods for human resource planning and recruitment process.

Unit – III

Organizations and Programmes:

Organizations and Special Programmes for Development of Human Resources in India- Organizations KVIC, NIRD, CAPART, SIRDs and NWDB; Programmes IRDP, TRYSEM, DWCRA, JRY, RKVY, MGNREGS, NRLM, IAY, PMGSY, Swachha Bharat

Learner Outcome:

1. Student can observe the different organizations for development of human resource in India and those have maintain the interests people particularly youth.

Unit -IV

HRD and its Dimensions:

Dimensions of HRD for rural development-Health, Education, Energy, Skill Development /Training, Nutritional Status access to basic amenities - Population composition.

Learner Outcome:

1. Student can able to understand about the different dimensions for useful the health, education and skill development and maintain the nutritional access to basic amenities.

Unit – V

Man Power and Training:

Significance of Man Power Planning Techniques for Rural Development, Man Power Utilization and Types of Manpower available in Rural India-Importance of Training for generation of Employment-Methods of Training-Self Employment, Sectoral Employment and Institutional Employment- DICs, KVIC, KVIB, DRDAs, F.T.C., K.V.K-Gos and NGOs. National Institute of Micro, Small and Medium Industry Extension Training (NIMSMIET).

Learner Outcome:

1. Learner can able to analyse the using of the different techniques of man power planning for development of rural area and using micro, small and medium industries.

Course Outcomes:

1. This course useful for human resource development planning and how can make better increasing of rural economy in India.
2. Student can learn the course structure and they get employability in different organizations in contemporary in India.
3. Students can understand above the different techniques using for industry particularly small, medium and large industries.
4. Learner can able to using this for their life regarding employment and to generate income activates in rural context.
5. Learner studying this course for creating employment opportunities for using different techniques of this course.

Text Books:

1. Mehta, M.R Human Resource Development planning with special reference to Asia, New Delhi: Mac Millan Company Limited,1978.
2. P.V.Batra, the economic and Human Resources, B.R Publications, New Delhi 1999.

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1. George Toblas, Human Resources in India (meerut: Meenakshi Prakashna, Bengal Bridge, 1971)
2. World Bank, World Development Report, 1991-2001-6 Reports 1951,61,71,81.
3. Sudhir Dawra: Human Resource Development, Rajat Publications, New Delhi, 2003.
4. GR Terry & SG Franklin: Principles of Management, All India traveller Bookseller, New Delhi, 1988.
5. Parag Dawn: Human Resource Management, Deep & Deep Publications, New Delhi,1997.
6. L.M Prasad: Principles and Practice of Management, sultan chand & Sons, New Delhi,2002.
7. Gary Dessler: Human Resource Management, prentice Hall of India pt, New Delhi, 2001.

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3. <https://www.researchgate.net>
4. <https://nrsp.org>



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Semester-II

Paper-205 (B): MATHEMATICAL METHODS FOR RURAL DEVELOPMENT

Objectives:

A Student successfully completing this course is expected to be able:

1. To study the relationship between different measurable variables
2. To learn basic mathematics to analyse and understand economic problems
3. To estimate marginal values, rate of change, maxima and minima values, profit maximisation and cost minimization, consumer and producer surplus, etc..

Unit-I:Limits, Continuity and Derivatives:Theory of Indices- Concept of Function and Types of Functions- Limits, Continuity and Derivatives- Rules of Differentiation- Interpretation of Revenue, Cost, Demand, Supply functions- Elasticities and their Types- Concept and Types of Production functions- Problems of Maxima and Minima in Single Variable Case.

Learning Outcome:

- Student should inculcate applications of functions, limits, continuity, derivatives and relationship between different measurable variables.

Unit-II: Integration and Probability: Concept of Integration- Simple Rules of Integration- Applications to Consumer's Surplus and Producer's Surplus. Probability: Deterministic and Non-Deterministic Experiments- Various Types of Events- Classical and Empirical Definitions of Probability- Laws of Addition and Multiplication- Conditional Probability and Concept of Interdependence- Baye's Theorem.

Learning Outcome:

- Learners shall study the theory and applications of integration and probability.

Unit-III: Matrices: Concept of Matrix- Types of Matrices- Simple Operations on Matrices of Second and Third Order Cases- Determinants and their Basic Properties- Matrix Inverse Method- Cramer's Rule.

Learning Outcome:

- Student shall be able to understand types, determinants, methods and operations of matrices.

Unit-IV: Linear Programming:Basic concept; Formulation of a linear programming problem- Its structure and variables; Nature of feasible, basic and optimal solution; Solution of linear programming through graphical approach.

Learning Outcome:

- Learners should estimate the values of profit maximization and cost minimization of variables etc...

Unit-V:Input-Output Analysis:Introduction to Input-Output Analysis- Difference Equations - Solution of first order and second order difference equations; Applications in trade cycle models; Growth models and lagged market equilibrium models.

Learning Outcome:

- Student has to learn the concept of Input-Output analysis and applications in trade cycle models, Growth models and lagged market equilibrium models.

Course Outcomes:

A student successfully completing this course should be able to:

- inculcate applications of functions, limits, continuity, derivatives and relationship between different measurable variables.
- study the theory and applications of integration and probability
- able to understand types, determinants, methods and operations of matrices
- estimate the values of profit maximization and cost minimization of variables etc...
- learn the concept of Input-Output analysis and applications in trade cycle models, Growth models and lagged market equilibrium models

Text Books:

- Alien, R.G.D. (1974), Mathematical Analysis for Economists, Macmillan Press and ELBS, London.
- Chiang, A.C. (1986), Fundamental Methods of Mathematical Economics, McGraw Hill, New York.

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- Alien, R.G.D. (1974), Mathematical Analysis for Economists, Macmillan Press and ELBS, London.
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- <https://www.pearson.com>



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Semester-II

Paper-205 (C): Theory and Practice of Cooperation

Objectives:

1. To analyse the Definition and Principles of Cooperation, Statement of International Cooperative Alliance.
2. To explain Cooperative and Agricultural Credit-Organisational Structure of Agricultural Credit Cooperatives and Urban Banks in India.
3. To analyse the Cooperative Marketing, Role of the NAFED, National Agricultural Cooperative Marketing Federation.
4. To explain the Role of State in the Development of Cooperative Movement in Developing Countries with Special Reference to India.
5. To explain the History of Cooperative Legislation in India-Salient Features of Andhra Pradesh Mutually Aided Cooperative Societies Act-1995

Unit-I: Principles of Cooperation: Concept, Definition and Principles of Cooperation, Statement of International Cooperative Alliance; Cooperative Identity; History and Growth of Cooperative Movement in India.

Learning Outcome:

- Student will be able to learn Concept, Definition and Principles of Cooperation
- Student will be able to learn Statement of International Cooperative Alliance.
- Student will be able to learn History and Growth of Cooperative Movement in India.

Unit-II: Cooperative Credit: Cooperative and Agricultural Credit-Organisational Structure of Agricultural Credit Cooperatives and Urban Banks in India, Landmarks in the Cooperative Credit Policy in India, Role of National Bank for Agriculture and Rural Development (NABARD) in relation to Cooperative Credit Movement.

Learning Outcome:

- Student will be able to learn Cooperative and Agricultural Credit-Organisational Structure of Agricultural Credit Cooperatives and Urban Banks in India
- Student will be able to learn Landmarks in the Cooperative Credit Policy in India.
- Student will be able to learn Role of National Bank for Agriculture and Rural Development (NABARD) in relation to Cooperative Credit Movement

Unit-III: Cooperative Marketing & Processing: Cooperative Marketing, Role of the NAFED, National Agricultural Cooperative Marketing Federation – (NAFED) Cooperative Processing Societies with Reference to the working of Sugar Factories, Producers. Cooperative Societies- Milk Supply Societies, Consumers' Cooperative Stores-Role of NCDC National Cooperative Development Corporation (NCDC)& NCCF.

Learning Outcome:

- Student will be able to learn Cooperative Marketing, Role of the NAFED.
- Student will be able to learn Cooperative Processing Societies with Reference to the working of Sugar Factories, Producers.
- Student will be able to learn Cooperative Societies-Milk Supply Societies, Consumers' Cooperative Stores.

Unit-IV: State and Cooperative Development-Cooperative Education and Training: Role of State in the Development of Cooperative Movement in Developing Countries with Special Reference to India, Importance of Cooperative Education and Training, Role of National Cooperative Union of India and International Cooperative Alliance.

Learning Outcome:

- Student will be able to learn State and Cooperative Development-Cooperative Education and Training
- Student will be able to learn Role of State in the Development of Cooperative Movement in Developing Countries.
- Student will be able to learn Role of National Cooperative Union of India and International Cooperative Alliance.

Unit-V: Cooperative Law: History of Cooperative Legislation in India-Salient Features of Andhra Pradesh Mutually Aided Cooperative Societies Act-1995.

Learning Outcome:

- Student will be able to learn Cooperative Law.
- Student will be able to learn History of Cooperative Legislation in India.
- Student will be able to learn Salient Features of Andhra Pradesh Mutually Aided Cooperative Societies Act-1995.

Text Books:

1. Bedi, R.D. : Theory and Practice of Cooperation.
2. International Cooperative Alliance-Draft Statement on Co-operative Identity ; Review of International Cooperation, Vol. 88.
3. Krishna Swami, O.R. & Kulandai Swamy, V : Theory of Cooperation.
4. Kulandai Swamy, V : Cooperative Dairying in India.
5. Mathur, B.S. : Cooperation in India.
6. Rama Reddy, P. : Andhra Pradesh Cooperative Societies Act, 1964 (Latest Edition).

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Semester – II

Course: Paper– RD-205 (D) -Economics of Education and Health

Course Objectives:

1. Relationship between economics and education
2. Analyze the role of education and health in economic development,
3. Use economic models studied earlier to study the demand and supply of education,
4. Study about the costs of education and benefits of education,
5. Know the demand and supply of labour to the market,
6. Importance of educational planning and manpower requirements approach
7. To know the determinants of health and indicators of health
8. Learn measures of health to identify health inequalities in developing countries

Unit 1 - Education and Economic Growth

Education as an instrument for economic growth; human capital; human capital vs physical capital - components of human capital; education as consumption or investment- demand for education- private and social demand, determinants of demand.

Learning outcomes:

Able to analyze the contribution of education to economic growth,
Distinguish whether education is consumption or investment aspects.

Unit 2 - Costs and Benefits of Education

Cost of Education - expenditure on education, private costs and social costs and wastage and stagnation; Benefits of education-direct and indirect benefits, private and social benefits; problems involved in measuring returns from investment in education; educational financing – resource mobilization and utilization.

Learning outcomes:

Able to estimate educational costs,
Understand the problems involved in measuring the benefits of education,

Unit 3 – Educational Planning

Education and labour market-effects of educational financing on income distribution; effects of education, ability and family background on earnings, poverty and income distribution, education and employment; economics of educational planning - meaning, nature and scope of educational planning - approaches to educational planning - manpower forecasting technique.

Learning outcomes:

Recognize the need for educational planning,
Understand the manpower requirements approach and its technique.

Unit 4 - Health and Economic Development

Health dimensions of development; determinants of health--poverty, malnutrition and environmental issues; economic dimensions of health care-demand and supply of health care; institutional issues in health care delivery – health care delivery system in India.

Learning outcomes:

Able to recognize the importance of health in economic development,
Know the determinants of health.

Unit 5 - Status of Health

Financing of health care and resource constraints - health status: indicators and measurement global burden of disease - inequalities in health – class and gender perspectives; health policy in India.

Learning outcomes:

1. Global burden of disease,
2. Understand how health inequalities arises in developing countries,
3. Create health awareness in society.

Course outcomes:

1. Understand and analyze the role of education and health in economic development,
2. Recollect and interpret functions of costs and demand and know their determinants,
3. Understand the difference between physical capital and human capital,
4. Recognize the importance of human capital,
5. able to analyze the benefits of education and learn opportunity cost,
6. Will have a broad idea about the importance of health,
7. Study the inequalities in health in both rural and urban areas in India and suggest remedies.

Text Books:

Blaug, M. (1972), Introduction to Economics of Education, Penguin, London.

Sheehan, J (1973), The Economics of Education, George Allen & Unwin Ltd., London.

Becker, G.S. (1974), Human Capital, National Bureau of Economic Research, New York.

Vaizey, J. (1962), Economics of Education, Faber and Faber, London.

Cohn, E. and T.

Gaske (1989), Economics of Education, Pergamon Press, London.

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Mc Mohan, W.W. (1999), Education and Development: Measuring the Social Benefits, Oxford University Press,

Padmanabhan, C.B. (1984), Financial Management in Education, Select Books, New Delhi.

Tilak, J.B.G. (1994), Education for Development in Asia, Sage Publications, New Delhi.

Woodhall, M. (1992), Cost Benefit Analysis in Educational Planning, UNESCO, Paris.

Baru, R.V. (1998), Private Health Care in India: Social Characteristics and Trends, Sage Publications, New Delhi.

Berman, P. and M.E. Khan (1993), Paying for India's Health Care, Sage Publications, New Delhi.

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Semester - II

Course: Paper –205 (E): Disaster Management and Rural Development

Course Objectives:

- a) Understanding of the roles of the various phases of disaster management and issues concerning planning and policies in those phases.
- b) Understanding of comprehensive emergency management from a planning and policy perspective
- c) Understanding of the role of federal, state, and local governments in disaster planning and policies.
- d) Knowledge of mitigation planning and policy strategies.
- e) Understanding of comprehensive emergency management and related plans
- f) Understanding of factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.

Module-I : Introduction

Meaning, Importance of Disaster Management, Hazards and Disasters: Planning and Policies, Disaster Mitigation: Policies and Planning

Learner Outcomes:

1. Understanding of the roles of the various phases of disaster management and issues concerning planning and policies in those phases.

Module- II: Mitigation Planning and Policy

Mitigation Planning and Policy Strategies: Local, State, and Federal Level, Measuring and Mapping Vulnerability

Learner Outcomes:

1. Understanding of the role of federal, state, and local governments in disaster planning and policies.
2. Understanding of comprehensive emergency management from a planning and policy perspective
Knowledge of mitigation planning and policy strategies.

Module-III: Preparedness and Planning

Social, Economic, and Political Vulnerabilities, Community Resilience, Emergency Management Planning, Communication and Risk Management (Policies and Plans)

Learner Outcomes:

1. Understanding of comprehensive emergency management and related plans
2. Understanding of the factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
3. Understanding of the factors that give rise to differential vulnerabilities and levels of community resilience

Module-IV: Disaster Response: Planning for Response

Emergency Planning, Supporting Emergency Response Operations using Geospatial Technologies
Collaboration and Coordination in Emergency Response Planning & Management

Learner Outcomes:

1. Knowledge and capabilities to assess and manage these vulnerabilities through disaster planning and policy-making.

Module-V: Disaster Recovery and Rebuilding

Recovery Time-frames and Differential Recovery Rates, Long-term recovery
Post-Disaster Recovery Planning and Reconstruction, Post-Disaster Housing Planning
Final Exam and Project Presentations

Learner Outcome:

1. Understanding of factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.
2. Data, methods, tools, and geospatial techniques (including GIS) that can enhance vulnerability assessments and knowledge building.

Course Outcomes:

1. Understanding of the factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
2. Understanding of the factors that give rise to differential vulnerabilities and levels of community resilience
3. Knowledge and capabilities to assess and manage these vulnerabilities through disaster planning and policy-making.
4. Data, methods, tools, and geospatial techniques (including GIS) that can enhance vulnerability assessments and knowledge building.
5. Competencies to utilize mapping in mitigation planning and response operations

Course Textbooks:

Waugh, William L. Jr. (2000). *Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management*. Armonk, New York: M.E. Sharpe.

Burby, Raymond (1998). *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.

References:

Birkland, Thomas. 2006. *Lessons of Disaster: Policy Change after Catastrophic Events*. Washington, D.C.: Georgetown University Press.

Burby, Raymond (Ed.). 1998. *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.

Drabek, Thomas. 2010. *The Human Side of Disaster*. Taylor and Francis

Florida Department of Community Affairs. 2010. *Post-Disaster Redevelopment Planning: A Guide for Florida Communities*.

Lindell, Michael et al., 2006. *Introduction to Emergency Management* (Wiley Pathways edition)
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National Research Council. 2007. *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management*

Phillips B.D. 2009. *Disaster Recovery*. Boca Raton: CRC Press

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Semester - III

Paper-301: International Trade and Finance

Objectives:

- To know the pure theory of international trade.
- To discuss the concepts of terms of trade, their issues and limitations.
- To explain the tariffs, quotas and non tariff barriers.
- To analyse the balance of payments, equilibrium and disequilibrium in the balance of payments.
- To explain the GATT and WTO.

Unit - I

Theory of International Trade:The Pure Theory of International Trade – Theories of International Trade Absolute advantage, Comparative advantage opportunity costs, Modern theory of International Trade and Theorem of factor price equalization – Empirical testing of theory of absolute cost and comparative cost – Role of dynamic factors in Trade- the Ryozyński theorem.

Learning outcomes:

- Students will be able to understand the international trade theory.
- Students will be able to learn Theories of International Trade Absolute advantage, Comparative advantage opportunity costs.
- Students will be able to learn Role of dynamic factors in Trade- the Ryozyński theorem.

Unit -II

Measurement of Gains and Theory of Interventions: Measurement of gains from trade and their distribution – Concepts of terms of trade, their Issues and limitations, Hypothesis of secular deterioration of terms of trade - Trade as an engine of economic growth.

Learning outcomes:

- Students will be able to understand Measurement of gains from trade.
- Students will be able to learn Concepts of terms of trade, their Issues and limitations, Hypothesis of secular deterioration of terms of trade.
- Students will be able to learn Trade as an engine of economic growth.

Unit - III

The Theory of Interventions:

Tariffs, quotas and non-tariff barriers – Economic effects of tariffs quotas and non- tariff barriers their implications – Normal, effective and optimum rates of tariffs; their measurements and welfare implications.

Learning outcomes:

- Students will be able to know the economic effects of tariffs of quotas.
- Students will be able to learn Normal, effective and optimum rates of tariffs.
- Students will be able to learn measurements and welfare implications.

Unit -IV

Balance of Payments : Meaning and components of Balance of Payments – Equilibrium and Disequilibrium in the balance of payments – The process of adjustment under systems of gold standard – Fixed exchange rates and flexible exchange rates – Expenditure Reducing and Expenditure – Switching policies and direct controls for adjustment – Monetary approach to the theory of balance of payments adjustment- Foreign trade multiplier.

Learning outcomes:

- Students will have clear idea of balance of payments
- Students will be able to learn Foreign trade multiplier.
- Students will be able to learn monetary approach to the theory of balance of payments adjustment- Foreign trade multiplier.

Unit -V

The theory of Regional Blocks and International Trade: Monetary system, Forms of economic cooperation, Static and Dynamic effects of a Customs Union and free trade areas, Rational and economic progress of SAARC and ASEAN; Rise and fall of gold standard and Brettonwood System; Theory of short – term capital movements; Functions of GATT, WTO, BRICS Agreements; GATT 1994 Agreement; Agreement on Agriculture; TRIPS; TRIMS.

Learning outcomes:

- Students will be able to learn Rise and fall of gold standard and Brettonwood System
- Students will have a clear idea of GATT and WTO.
- Students will have a clear idea of BRICS Agreements; GATT 1994 Agreement; Agreement on Agriculture; TRIPS; TRIMS

Course Outcomes:

- Understand the international trade theory.
- Understand Measurement of gains from trade.
- Know the economic effects of tariffs of quotas.
- Clear idea about balance of payments
- Clear idea of GATT and WTO

Text Books:

1. Katar Singh Trade policies in India: Trade problems and trade policies of India since Independence; Recent changes in the direction and composition of trade; Rational and impact of trade reforms since 1991; problems of India's International debt; working land regulations of MNCs in India. : Rural Development in India – Theory, History and policy.
2. Todaro, MP: 'Economic Development in the Third World;'
3. Uma Leke.P: 'The design of Rural Development'
4. Sujata, A & Malhotra " Intergrated Rural Development
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1. Ruddar Dutt & Sundaram , K.P.M " Indian Economy
2. Mamora, C.B :Agricultural problems of India.
3. Omdora Jnorwau special Employment programmes in Rural Development – A studiedy of NREP in Gujarat (Mimeo)
4. Todaro, M.P : Economics for a Developing World.
5. Bardhan Pranab, K : The Political Economy of Development in India.
6. Dhandekar, V.M & Rath,N.: Poverty in India.
7. Planning Commission, Government of India Reports of various Five Year Plans.
8. Ministry of Rural Development, Govt. of India. Annual Reports.
9. NABARD : Study of implementation of IRDP (Mieo, 1984).

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Course 302: Panchayat Raj Institutions and Rural Development

Course Objectives:

- To analyse the students about development administration in public and private sectors.
- To improve the ability of the learners with respect to Panchayat Raj Institutions and 73rd & 74th constitutional amendments.
- To explain the students about to understand social welfare administration and community based organizations and its need to promote develop rural communities.
- To explain the need of rural development institutions and administration and also administrative machinery for R.D.
- To analyse the learners regarding local finance, sources and problems of finance for effective implementations of the developmental programme.

Unit –I

Development Administration:

Meaning, Definition, Nature, Scope, Features, Principles and Importance - Public Administration and Private Administration - Differences and Similarities; Political, Economic, Social and Cultural context of Development Administration.

Learning outcomes:

- Students will be understand about the nature, scope, features, principles and importance of Development administration.
- Students can able to explain the development administration in public and private sectors.

Unit –II

Local Administration:

PRI's and Decentralization- Structure, Principles and functions of PRI's, Functions of Gram Sabha – 73rd and 74th Constitutional Amendments –Devolution of powers and functions to PRIs in Rural Development- Role of PRIs in Rural Development, Progress of PRIs in India.

Learning outcomes:

- The students will understand the decentralized administration and its amendments.
- The students will be learn about 73rd and 74th Constitutional Amendments.

Unit –III

Social Welfare Administration and Community-Based Organizations:

Nature, Scope, Concept and Importance of Social Welfare and its Administration –Policies and Programmes of Government and Reputed Non-Government Organizations for social welfare:

Principles of Community Organizations: Central Social Welfare Boards (CSWD) and State Social Welfare Boards.

Learning outcomes:

- Students will understand the different types of Social welfare administration and community based organizations.
- Students can enable to learn about Central Social Welfare Boards and State Social Welfare Boards.

Unit-IV

Rural Development Institutions and Administration:

National Institute of Rural Development and Panchayat Raj (NIRD & PR),National Agricultural Bank for Rural Development (NABARD), State Bank of India and Rural Development (SBIRD), State Institutes of Rural Development (SIRD) -Administrative machinery at District level-District Rural Development Agency (DRDA).

Learning outcomes:

- The students will be able to explain different kinds of rural development institutions and its administration.
- The students will be able to understand the administration at district level for implementation of Rural Development programmes.

Unit –V

Local Finance:

Meaning of Local Finance-Evolution of Local Finance, Problems of Local Finance, Financial Resources of Local Bodies under various Schemes, Sources of Revenue for Local Bodies- Municipalities, Municipal Corporations, ZP's, PanchayatSamithies /MandalPrajarishads, Village Panchayats.

Learning outcomes:

- The students can explore knowledge on local finance for PRIs.
- The students will be understand the problems of finance for local bodies

Course outcomes

- Understand the difference between public and private administration
- Learn about constitutional amendments on PRIs
- Acquire knowledge on central and state welfare boards
- Acquire knowledge on different types of rural development institutions
- Learn sources and problems of local bodies

Text Books

1. P.R.Dubhashi: Rural Development Administration –Bombay Popular (1980)
2. S.P.Verma and S.K.Sharma: Development Administration
3. Sharma and Malhotra: Integrated Rural Development
4. S.C.Jain: Community Development and Panchayat Raj
5. S.S.Tikhamalia :Rural Development and Social Change in India

References:

1. G.Timmaiah: Studies on Rural Government
2. Douglas Ensminger: Rural India in Transition
3. N.Sreeramulu: R.D Administration in India, Serials Publications
4. Sidhartha: R.D Administration, Jain book depo.

Online Resource:

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- https://www.researchgate.net/institution/Rural_Development_Administration
- <http://shodhganga.inflibnet.ac.in/>



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Semester - III

Course: Paper –303: Agriculture Growth in India: Problems and Policies

Objectives

1. To study about theories of agriculture and recent trends in agriculture growth in india since independence
2. To analyse the state-wise production and productivity of food grains
3. To study the thrust areas in Indian agriculture and explain its problems
4. To analyse the farm size and productivity and explain the land consolidation
5. To study of the concept of land reforms in India and importance of tenancy reforms in India

Unit: I

Theories of Agriculture Growth and Trends: Theories of Agriculture, Trends in Agriculture Growth in India since independence- Variability and sustainability of agriculture growth, trends in the changes of crop pattern, Trend in contribution of Agriculture and Allied sectors to GDP, Green Revolution in India and its effects, problems and suggestions. The efforts of second green revolution in the country.

Learner Outcomes:

1. Student understands the theories of agriculture growth and trends and changes of crop pattern.
2. Learner explains the allied sectors and green revolution in India and its effects, problems.
3. Student examine trends

Unit: II

Food Security in India -

Concept of Food Security: Food Self-Sufficiency and Food Security in India – State-Wise Production and Productivity of food grains – Growth of India’s Food Production and National Food Security Mission (NFSM) – Public Distribution System and Poverty Eradication – Lessons from International experience – Policy options and targets of Public Distributions System – Initiatives for promotion of System of Rice Intensification (SRI) under RKVY, Recent plan experiences on food security.

Learner Outcomes:

1. Students can able understand the concept of food security in India and state-wise production and productivity of food grains
2. Learner can explain the public distribution system and how to poverty reduction and recent plan experiences on food security.

Unit: III

Thrust Areas in Indian Agriculture: Problems of agriculture production and input use in India, New Agricultural policy, Agriculture price policy. The impact of Liberalization, Privatization and Globalization on Indian Agriculture, Input Subsidies- Dry land Agricultural and Micro Water shed development and minor irrigation projects impact of WTO on agriculture and Rural Development

Learner Outcomes:

1. Student can able to understand the problems of agriculture production and input use in India
2. Learner can understand the agriculture price policy and impact of LPG on Indian agriculture
3. Student understand the WTO and its impact on agriculture and rural development

Unit: IV

Farm Size and Productivity:

Farm size and productivity relationships – Problems of Small sized holdings, Fragmentation, Non viability and non- remunerative condition of the farmers - Land consolidation-cooperative farming, the concept, nature, practices and affects of contract farming in Indian context.

Learner Outcomes:

1. Student can able to understand the farm size and productivity and its problems of small sized holdings
2. Learner can think about the practices and affect of contract farming in Indian context and land consolidation

Unit: V

Land Reforms in India:

Concept of Land Reforms, Objectives of land reforms, Need and scope for land reforms in India Abolition of Intermediaries, land sealing, land redistribution, tenancy reforms in India – Progress and problems of implementation of Land reforms in India.

Learner Outcomes:

1. Student can understand the concept of land reforms and its objectives and scope
2. Learner can able to understand the abolition of intermediaries and tenancy reforms in India
3. Student can explain the progress and problems of implementation of land reforms in India

Course Outcomes:

1. The course analyse the basic issues of agricultural growth in India and describe the student how to impact green revolution in rural India
2. The student can learn about the food secure the people and how make the self-sufficiency and student can analyse the state-wise production and make good public distribution system.
3. Student thinks about thrust areas in rural India and analyse the size of farm including land reforms in India.

Text Books:

1. R.G.Desai: Agricultural Economics – Problems and Policy issues
2. Acharya S.S Agricultural production Marketing and price policy in India

References:

1. Sadhu and Singh Agricultural Growth and Planning
2. Gupta R.C.Management Information systems: CBS publishers and X Distributors.
3. Srinivasan R and Chunawalla S.A Management principles and practice, Himalaya Publishing House, Bombay.
4. Goel SI 'Modern Management Techniques Deep and Deep Publications, New Delhi.

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2. <http://www.oecd.org>
3. <https://ageconsearch.umn.edu>



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Semester - III

Paper–304: Rural Industrialization and Entrepreneurship

Objectives:

A Student successfully completing this course is expected to be able:

1. To learn the concept of Rural Industrialization and appropriate technologies for Rural Industrial Development
2. To know the Industrial Policies and Programmes
3. To enable Women Entrepreneurship and consisting of leadership qualities of a successful Entrepreneur
4. To acquire the knowledge of Field level organizations and Growth centre approaches

Unit-I: Concept of Rural Industrialization-The role and the place of Village industries in Indian economy, the growth, evolution and downfall of Village industries in India and the reasons. Importance of Rural Industrialization for Rural Development, Gandhian approach to Rural Industrialization – Appropriate Technology for Rural Industries Development.

Learning Outcome:

- Learner should know the concept of Rural Industrialization, Gandhian approach and Appropriate Technology for Rural Industrial Development.

Unit-II: Policies and Programmes for the Development of Rural Industries –Industrial Policy Resolutions – Five Year Plans; Rural Industrial Sector: Agro-based Industries, Rural Artisans, Handicrafts, Handloom, Sericulture, Khadi, Small Scale, Cottage and Village Industries; Food processing Industry- Problems of Marketing, Marketing Strategy and Information Systems for Rural Industries: Consortium Approach – Exhibitions – Agribusiness Management.

Learning Outcome:

- Student shall able to understand traditional and modern industries, and Industrial policies and programmes.

Unit-III: Concepts, Characteristics and Types of Entrepreneurship – Entrepreneurship and Rural Industrialization-Problems and Prospects of Rural Entrepreneurship in India, with special reference to Women Entrepreneurship; Development of Small Entrepreneurs in India, need for and scope of entrepreneurship in Rural areas; Government Policy and Programmes for Entrepreneurship Development in Rural India particularly among Poor, Tribes and other Weaker sections.

Learning Outcome:

- Learner enables to acquire knowledge of characteristics of an entrepreneur and types of entrepreneurship.

Unit-IV: Field Level Organizations- District Industries Centre (DIC), National Institute for Micro, Small and Medium Enterprises (NIMSME) earlier it was NISIET, Small Industry Development Organization (SIDO), Small Industries Service Institutes, Consultancy Organizations, Financial Organizations- Regional Rural Banks and State Finance Corporations.

Learning Outcome:

- Student has to study the field level organizations like DIC, NIMSME, SIDO and financial organizations like RRBs and SFCs.

Unit-V: Growth Centre Approach for Rural Industries - Strategy- Advantages of the Strategy, Operational Difficulties – Rural Industries and Industrial Estates; Globalization and Rural Industrial Promotion: Imports and Exports, Strategies, Policies and Implications.

Learning Outcome:

- Learner allows to know about the Growth Centre Approach for Rural Industries, Industrial Estates and Rural Industrial Promotion.

Course Outcomes:

A student successfully completing this course should able to:

- know the concept of Rural Industrialization, Gandhian approach and Appropriate Technology for Rural Industrial Development.
- understand traditional and modern industries, and Industrial policies and programmes.
- acquire knowledge of characteristics of an entrepreneur and types of entrepreneurship.
- study the field level organizations like DIC, NIMSME, SIDO and financial organizations like RRBs and SFCs.
- know about the Growth Centre Approach for Rural Industries, Industrial Estates and Rural Industrial Promotion.

Text Books:

- Battacharya, S.N.: Rural Industrialization in India
- Bepion Behari: Rural Industrialization in India

References:

Rao, R.V: Rural Industrialization in India

Bagli, V: Khadi and Village Industries in the Indian Economy

Kripalani, J.B.: Gandhian Thought

Vasant Desai: Organisatin and Management of Small Scale Industries

Sundaram, J.B.: Rural Industrial Development

K.V.I.C:Khadi and Village Industries – The Gandhian Approach

Visant Desai:Problems and Prospects of Small Scale Industries in India

Mehan, K.K.:Small Industry Entrepreneurs Handbook

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- www.mgiri.org
- www.apindustries.gov.in
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- www.nsic.co.in
- <https://msme.gov.in>



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Semester - III

Course: Paper-305(A): Public Economics

Objectives

1. To explain the different models of public economics and role of government economic activity
2. To analyse the principles of maximum social advantage and wagner's law of increasing state activities
3. To study of the sources of public revenue and explain the characteristics of good taxation
4. To analyse the classification of public debt and its objectives
5. To study of the fiscal policy and redistributing of income and wealth

Unit - I

Meaning of Public Economics and Public Finance:

Definition of Public Finance; Allocation, Distribution and stabilization functions; General model for private goods and Samuelson's model for social goods, Role of Government in Economic activity, Public Goods.

Learner Outcome:

Student have learn about the basic aspect of the public finance and using Samuelson's model for social goods

Unit -II

Public Expenditure:

Principles of Maximum Social Advantage; Wagner's Law of increasing state activities; Wiseman – Peacock Hypothesis; Cost –Benefit analysis, Public Budgets – kinds of Budgets – Programme budgeting and Zero Based Budgeting and Gender Budgeting; Social Audit.

Learner Outcome:

Learner can able to understand the principles of maximum social advantage theory and learn state activities for development and analyse the programme budgeting and zero budgeting for society.

Unit - III

Public Revenue:

Sources of Public Revenue; Taxation – Characteristics of good taxation; Theory of Incidence of Taxation; Benefit and Ability to pay approaches. Different approaches of tax burden; Effects of Taxation; Taxable capacity – Tax Reforms.

Learner Outcome:

Student can learn about public revenue and how can maintain taxation policy for benefit of economy and using tax reforms for extend the taxable capacity for tax payers.

Unit -IV

Public Debt:

Classical View of Public Debt; Classification of Public Debt; Effects of Public Debt; Burden of Public Debt; Public Debt arrangement; Principles of Federal Finance; Financial Relations between Centre and States; Recommendations of Finance Commissions.

Learner Outcome:

Student can achieve the burden of the public debt to arrangement the relationship between state and centre to achieve the financial assistance.

Unit -V

Fiscal Policy:

Objectives of Fiscal Policy; Full employment, Economic growth, redistributing of Income and Wealth; Fiscal and Monetary policies; Budgetary deficits and its implications; fiscal policy for stabilization; Balanced Budget Multiplier; Functions of Finance; Micro Units Development and Refinance Agency (MUDRA).

Learner Outcome:

Student can able to analyse the fiscal policy and economic growth with redistributing of income and wealth and student can learn the monetary policies and multiplier and mudra.

Course Outcomes

1. Student can understand about the basic issues of public finance and observe the different functions
2. Student make the analyse the zero base budgeting and state law increasing activities and wagners law.
3. This course using for student able to understand about the public revenue and different characteristics of the good taxation system in India.
4. Student can able to describe the public debt and state relationship and classification and financial commissions.
5. Learner can observe the practical theory of public finance and monetary and fiscal policies and student can learn about the multiplier.

Text Books:

- Auerbach, A.J. and M.Feldstern (Eds.) (1985), Handbook of Public Economics, Vol.1, North Holland , Amsterdam.
- Buchanan, J.M. (1970), The Public Finance, Richard D Irwin, Homewood.

REFERENCES:

- Jha, R. (1998), Modern Public Economics, Reutledge, London.
- Monutt, P. (1996), The Economics of Public Choice, Edward Elgar, U.
- Musgrave, R.A. and P.B. Musgrave (1976), Public Finance in Theory and Practice, McGraw Hill, Kogakusha, Tokyo.
- Cornes, R. and T. Sandler (1986), The Theory of Externalities, Public Goods and Club Goods, Cambridge University Press, Cambridge.
- Buchanan, J.M. (1968), The Demand and Supply of Public Goods, Rand McNally, Chicago.
- Mueller, D.C. (1979), Public Choice, Cambridge University Press, Cambridge.
- Dorfman, R. (Ed.) (1970), Measuring the Benefits of Government Investment, Brookings Institution, Washington.
- Friedman, A. (1986), Welfare Economics and Social Choice Theory, Martins Nijhoff, Boston.
- Peacock, A and D.J.Robertson (Eds.) (1963), Public Expenditure; Appraisal and Control, Oliver and Noyd, Edinburgh.
- Phyr, P. (1970), Zero Base Budgeting: A Practical Management Tour Tool for Evaluating Expenses, John Wiley, New York.

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3. <https://london.ac.uk>
4. <https://www.coursera.org>



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Semester - III

Paper-305 (B): Rural Poverty and Unemployment

Course Objectives:

1. To study of the concept of poverty line, incidence of poverty in India.
2. To Analyse the Inequality of personal income distribution
3. To discuss about the relations of production and rural poverty.
4. To estimate the Unemployment in India and concept of unemployment
5. To study the causes of Government and govt. policies in remove both of them.

Unit-I

The Concept of Poverty line, Incidence of poverty in India: Earlier estimates (1960s), Estimates for 1973 to 1998, estimates of planning commission, some other estimates, estimates based on 55th round of the NSSO and adjusted estimates for 1999 to 2000 estimates based on 61st round of the NSSO, estimates of Tendulkar Committee estimates based on 66th round of NSSO.

Learner Outcomes:

1. The student can learn the concept of poverty line and incidence of poverty in India.
2. Learner can able to understand the estimates of planning commission and some other estimates.

Unit-II

Inequality of Personal Income Distribution, Trends of Per Capital Private Consumption, International comparisons of Poverty, Inequality of Income Five Years Plans Expenditure, removes of Poverty, Census of future to removal of Poverty and Poverty Eradication Programmes.

Learner Outcomes:

1. Student can understand the inequality of personal income distribution and trends of per capital private consumption.
2. Learner can able to understand the international comparisons of poverty and inequality of income five years plans expenditure.

Unit-III

Rural Poverty, Relations of production and rural Poverty, Technology change, Poverty and Trickle Down in the rural sector, Strategy nets for poor, Poverty Alleviation Programs, earlier phase and the later phase and Strategy of Poverty Alleviation.

Learner Outcomes:

1. Student can able to understand the rural poverty and relations of production and rural poverty.
2. Learner can able to describe the poverty and trickle down in the rural sector.

Unit-IV

Employment Trends and Trends of employment in India, Structure of Employment, Sectoral Distribution of Employment, Informal Sector, Unorganized Sector, Public and Private Sector. Nature and estimates of Unemployment in India, Nature of Unemployment, Concept of unemployment, Estimates of Unemployment, Unemployment and Urban Areas - Industrial Unemployment, Educated Unemployment, Rural Poverty and Employment, Agricultural Unemployment, Seasonal Unemployment, Disguised Unemployment and Usual Status Unemployment.

Learner Outcomes:

1. Student can able to understand the employment trends and trends of employment in India.
2. Learner can able to discuss the nature and estimates of Unemployment in India.
3. Student can explain the different types of employment and estimates unemployment.

Unit-V

Causes of Unemployment, various schemes to reduce unemployment and under employment, Government Policy for removing unemployment, Employment policy up to the (1980s), Employment Strategy during Post-Reform period. Major Employment Programms, SwarnaJayanthi, GramSwarajgharYojana (SGSY)JawaharRozgarYojana (JRY) and the SwaranaJayanthiShahariRozgarYojana – Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), National Rural Livelihood Mission (NRLM).

Learner Outcomes:

1. The student can explain the causes of unemployment and various schemes to reduce unemployment.
2. Learner can think about the MGNREGA, NRLM, SGSY AND JRY
3. Student can understand the government policy for removing unemployment.

Course Outcomes:

1. The course study of the concept of poverty line, incidence of poverty in India.
2. This course Analyse the Inequality of personal income distribution
3. This course discuss about the relations of production and rural poverty.
4. This course estimate the Unemployment in India and concept of unemployment
5. This course study the causes of Government and govt. policies in remove both of them.

Text Books:

1. Dandekar, V.M. and N.Rath, Poverty in India, Dimensions and Trends, Economic and Political Weekly, January 2, 1971 and January 9, 1971.
2. Bardhan, P.K., On the Incidence of Poverty in Rural India, Economic and Political Weekly, Annual Number, February, 1973.

3. Chenery, Ahluwalia, Bell, Duloy and Jolly, Redistribution with Growth, Ch. 1.Sundram, R.M., (1987), Growth and Income Distribution in India

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1. Myrdal,G.,The Challenge of World poverty.
 2. Jack I., Roach and Janet K.Roach, Poverty.
 3. Foneseca, A.J. Challenge of Poverty in India.
 4. Planning Commission: Towards on Approach to the Fifth Plan, July, 1972.
 5. Draft Fifth Five Year Plan, 1974-79.Draft Five Year (1978-83).Sixth Five Year Plan, (1980-90).
 6. World Bank (1989), India: Poverty, Employment and Social Series.
 - 7.Gaurav Datt& Martin Ravallion, Regional Disparities, Targeting and Poverty in India (1990).
 8. Minhas B.S., Jain L.R. and Tendulkar S.D., Declining Incidence of Poverty in 1980s, Economic and political Weekly, July 6-13, 1991.
 9. Planning Commission, Report of The Expert Group on Estimation of proportion and Number of Poor, July 1993.
 10. Gupta SP, Recent Economic Reform and its impact on Poor, Paper Presented at the National Conference on Poverty and Employment, march 27-29, 1995, New Delhi.
 11. Planning Commission, (1998), Ninth Five Years Plan (1997-2002), Vol. I & II.
 12. Data, B., The Economics of Industrilisation, Chapters II, III, IV and IX.
 13. Government of India, Report of the Committee on Unemployment, May, 1973.
 14. Indian Journal of Agricultural Economics, Conference Number, July-September 1984.
- M.M.Mehta: Industrialisation and Employment.
15. Lakdawala D.T. : Growth, Unemployment and Poverty, Planning Commission, Draft Mid-term Appraisal of the Eighth Five Year Plan, September 1996.
 16. RuddarDatt, Right to Work-The Economic Implications, Economic Times, April 7, 1990.
 17. RuddarDatt, New Economic Policy and its Impact on Relations and Employment in India, The Indian Journal of Labour Economics, January-March, 1993.government of India, Ministry of Rural Development, Annual Report (1995-96).

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- <https://www.economywatch.com>



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Semester -III

Course: Paper 305 (C) Rural Markets

Unit – I: Introduction

Meaning of Markets, Importance and Scope of Rural-markets, Role of Markets-Functions of Markets, Structure of Markets.

Learner Outcomes:

1. Student understands the importance and scope of rural markets and regulated markets.
2. Learner can able to understand the role of markets and functions of markets and structure of markets

Unit-II: Rural Markets

Marketing of Agricultural produce – Defects and Steps for improving the efficiency of the Delivery System, Functioning of Agricultural Marketing System; Regulated Markets; NABARD and Warehousing and Rythu Bazars – Products of SHGs.

1. Learner observes marketing of agricultural products and defects, steps.
2. Learner can able to understand the rythu bazaars and marketing of products of SHGs

Unit-III: Input Markets

Sources of Input Supply-government and Private Source-Seed, Fertilizer and Plant Protection Chemicals-Problems confronted by the Farmers in obtaining and in using of inputs- Developing Efficient input Markets.

Learner Outcome:

1. Learner can able to understand the sources of input supply government and private source.
2. Student understands the farmers in obtaining and in using of inputs and developing efficient input markets.

Unit- IV: Commodity Markets:

Classification of Commodity Markets: Primary, Secondary and Tertiary markets, Commodity Markets-Institutions Arrangements for Rural Marketing

Learner Outcome:

1. Student can observe the classification of commodity markets particularly primary, secondary and tertiary markets.

2. Learner can analyze institutions arrangements for rural markets and its role for improving better.

Unit-V: Cooperative Marketing:

Functions, Structure and Progress of Cooperative Marketing, National Agricultural Cooperative Marketing Federation of India Ltd. (NAFED), National Cooperative Development Corporation (NCDC), Input Markets and Commodity Markets; National Council of State Agricultural Marketing Boards (NCSAMB). Andhra Pradesh State Weavers Cooperative Societies (SWCS), AP Fisheries Corporation, AP Handicrafts Corporation, AP Disabled Corporation,

Learner Outcomes:

1. Learner understands the progress of cooperative marketing and NAFED.
2. Student explains the National agricultural cooperative marketing and NCDC.
3. Students understand the different marketing federations and functions.

Course Outcomes:

1. Student can able to describe the basic issues of rural markets and improve their livelihoods.
2. Student can understand the Cooperative Institutions in rural India and able to describe aims, objectives and functions of cooperative marketing.
3. This course utilizes the student for analyze the concept of cooperative markets and how can services the people.
4. In the course, learner can able to discuss the marketing structure regarding rural markets.
5. Learner can able to understand the role of markets and functions of markets and structure of markets

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1. A.N.Agarwal and Kundana Lal: - Rural Economy of India – Vikas publishing House Ltd. – New Delhi-110014, 1990.
2. R.D.Bedi – Theory, History and Practice of Co-operation, Loyal Book Depot, Meerut, 1979
3. S.K.Datta – Co-operative Societies and Rural Development, Mittal Publications – New Delhi-110059, 1991.



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Semester - III

Course: Paper –305 (D): Dairy Development

Objectives

1. This paper main objective is Dairy Policy and Regulatory framework evolution in India.
2. To study of the historical perspective on the pre-and post- independence era.
3. This paper analyzes the regulatory framework in a changing policy environment.
4. It is explain the participatory process for reforming national dairy institutions.
5. In this paper to consultation and structure of the dairy institutions in India.

Unit- I: Introduction

Dairy policy and regulatory framework evolution in India, The need for national dairy institutions and drivers for change, historical perspective on the pre- and post-independence era, Influence of structural adjustment and economic liberalization on evolution of dairy policies

Learner Outcomes:

1. Learner could understand the main objective is Dairy Policy and Regulatory framework in India.
2. Student can apply the influence of structural adjustment and economic liberalization.

Unit – II: Regulatory frame work

Regulatory framework in a changing policy environment, Evolution of national dairy institutions in a changing policy environment, Dairy Development Authority (DDA) – India Dairy Board (IDB), complementary institutions.

Learner Outcomes:

1. Learner study about the historical perspective on the pre-and post- independence era.
2. Student can learn about different boards of Dairy Development in India.

Unit – III: Participatory Process

Participatory process for reforming national dairy institutions, Participatory policy formulation, Defining what is needed and how to get there Planning for stakeholder involvement and consultations

Learner Outcomes:

1. Student can analyze the regulatory framework in a changing policy environment.
2. Learner can able to under stand the Planning for stakeholder involvement and consultations.

Unit – IV: Consultation and dialogue

Structure and functions of the dairy institutions, Structure of IDB in India and stakeholder representation, Structure and functions of the Dairy Development Authority (DDA), Structure and functions of IDB, Resources needed to achieve dairy institutions' objectives, funding arrangements and options

Learner Outcomes:

1. Student can explain the participatory process for reforming national dairy institutions
2. Student can able to understand the resource needed to achieve dairy institutions.

Unit – V: Legal framework and Legislation

The legal framework and enabling legislation, Achievements, opportunities and challenges in Indian dairy industry under economic reforms and globalization, Achievements in milk production, Achievements in milk processing, Milk imports and exports, Strength and opportunities, Strengths and Threats.

Learner Outcomes:

1. Learner can analyze the consultation and structure of the dairy institutions in India.
2. Student can able to understand the economic reforms and globalization and achievements in India.

Course Outcomes:

1. This paper main objective is Dairy Policy and Regulatory framework evolution in India.
2. To study of the historical perspective on the pre-and post- independence era.
3. This paper analyzes the regulatory framework in a changing policy environment.
4. It is explain the participatory process for reforming national dairy institutions.
5. This paper contains to consultation and structure of the dairy institutions in India.

Text Books:

1. Chantalakhana, C., Korpraditsakul, R., Skunmun, P. and Poondusit, T. (1999). Environmental conditions and resource management in small holder dairy farms in Thailand II. Effects of dairy wastes on water and soil. *Asian-Aus. J. Anim. Sci.* 12, 220–5.
2. Chantalakhana, C. and Skunmun, P. (2002). *Sustainable Smallholder Animal Systems in the Tropics*, Kasetsart University Press, Bangkok.

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1. Edge, M.K., Barnett, J.L., Phillips, L. and Chamberlain, P. (2006). *Animal Welfare Reference Document for Dairy Production*. DPI Victoria and Dairy Australia, Melbourne.
2. FAO (2005b). *Country Pasture Forage Profiles*. Detailed descriptions and photos of climate, livestock and forage resources. FAO, Rome.
3. Hooten, N. (2008). Dairy development for the resource poor. Lessons for policy and planning strategies. In *Developing an Asian Regional Strategy for Sustainable Smallholder Dairy Development*. Feb 2008, Chiang Mai, Thailand.

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<http://www.fao.org/ag/AGP/AGPC/doc/Counprof/regions/index.htm>.

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Semester - III

**Course: Paper –305 (E): Non-Conventional Energy Resource Management
and Rural Energy**

Objectives

1. Main objective of the paper emerging socio-economical aspects of Energy resources.
2. To study about the International treaties and Convention on Environmental mitigation.
3. To examine the overview of India's energy scenario, Socio-economical impacts of Rural Development.
4. To study about the economical aspects of renewable energy systems vs large hydro and thermal power projects.
5. To study the Energy Extraction and environmental and ethical concerns.
6. This papers also examine the Energy use and climate change.

Unit-I: Introduction

Ecological principles and energy flow, Socio-Economical aspects of Energy resources, General concepts, Ecological principle of nature, International treaties & convention on environmental mitigation
Concept of ecosystems, Different types of ecosystems; Ecosystem theories,
Energy flow in the ecosystems; biodiversity

Learner Outcomes:

1. Learner can able to understand the ecological principles and energy flow.
2. Students can understand the concept of ecosystems.

Unit-II: Energy scenario and Development

Energy scenario and development, Overview of world energy scenario,
Overview of India's energy scenario,
Socio-economical impacts, Overview of Energy Scenario of North East India and in particular to Assam,
Energy and development linkage, Energy Sources: classification of energy sources,
Quality and concentration of energy sources

Learner Outcomes:

1. Student can able to analyze the energy scenario and development.
2. Learner can understand the energy and development linkage, energy sources.

Unit-III: Energy Resources

Major energy resources, Units of various Energy sources, Conversion, calorific value
Poverty alleviation, Employment; Security of supply and use,
Economical aspects of renewable energy systems vs large hydro and thermal power projects
Coal-sources, formation, important properties & conversion, Petroleum-sources, genesis, important properties & uses, Natural gas- sources, genesis, important properties & uses.

Learner Outcomes:

1. Student point of view explain the units of various energy sources, conversion, calorific value.
2. Learner should think about the economical aspects of renewable energy systems.

Unit-IV: Energy Extraction

Environment concerns of energy extraction, Environmental and ethical concerns
Environment effects of energy extraction, conversion and use Sources of pollution; primary and secondary pollutants. Consequences of pollution growth; air, water, soil, thermal, noise pollution-cause and effect, Pollution control methods, Environmental laws on pollution control.

Learner Outcomes:

1. Student learns the energy extraction and environmental ethical concerns.
2. Learner should able to solve the consequences of pollution growth like air, water, soil, thermal, noise pollution.

Unit-V: Energy Use and Climate change

Energy use & climate change, Global warming,
Green house gas emission, impacts, mitigation, Causes of global, regional and local climate change,
Sustainability issues of energy use, Externalities, Future Energy Systems, Clean Energy Technologies,
United Nations Frameworks Convention on climate change (UNFCCC), Various convention and treaties at international level aiming at CO2 mitigation

Learner Outcomes:

1. Student can understand the global warming, green house gas emission, impacts, mitigation.
2. Learner can able to understand the externalities, future energy systems and clean energy technologies.

Course Outcomes:

1. This course study emerging socio-economical aspects of Energy resources.
2. To study about the International treaties and Convention on Environmental mitigation.
3. To examine the overview of India's energy scenario, Socio-economical impacts of Rural Development.
4. To study about the economical aspects of renewable energy systems vs large hydro and thermal power projects.
5. To study the Energy Extraction and environmental and ethical concerns.
6. This papers also examine the Energy use and climate change.

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4. Kaushik ND. Kaushik K. Energy, Ecology & Environment, Capital Publishing, 2004
5. De AK. Environmental Chemistry, New Age International Publishers, 2005 4 Course code Course Nam



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Semester - IV

**Course: Paper-401: Micro Finance, Self-Help Groups and Women
Empowerment**

Objectives

1. To explain the National Policy for the empowerment of women
2. To analyze the concept of gender equity and rural areas
3. To study of the concept of Self-Help Groups and to promote the entrepreneurship
4. To understand the concept of micro financial institutions in India
5. To explain the principles of SHGs and its role.

Unit - I

Micro finance:

Concept, Importance and History-Sustainable Community Banking- Role of Micro Finance in Poverty Reduction and Women Empowerment - Women Empowerment: Concept and Approaches, Importance of Women Empowerment- National Policy for the Empowerment of Women-Role of Micro Finance in Women Empowerment and SHGs and Mahila Banks in India.

Learner Outcomes:

1. Student can understand the concept of micro finance and its history and role of micro finance in poverty reduction and women empowerment
2. Learner can explain the concept of women empowerment and SHGs and Mahila Banks in India

Unit - II

Gender Equity in Rural Areas:

Practical and Strategic Needs of women; Concept and Significance of Gender Sensitization, Empowerment versus Sustainability, Gender mainstreaming for Empowerment, Socio-Economic conditions of women, Policies and Programmes for Reduction of Gender Disparities and Development of Women in India.

Learner Objectives:

1. Student can understand the concept and significance of gender sensitization and socio-economic conditions of women
2. Learner can able to explain the policies and programmes for reduction of gender disparities and development of women in India

Unit - III

Self-Help, Self-Help Groups and Self-Help Promotion:

Concepts, Stages and Significances, Structure of Self-Help Groups- Precautions to be taken while forming the SHGs- Role of NGOs, SHGs Movement in India.

Learner Outcomes:

1. Student can learn the concept, stages and significances of Self-Help Groups.
2. Learner can able to understand the SHGs movement in India.

Unit - IV

Activities of SHGs:

Savings, Credit and Marketing, Role of Micro-Savings and Micro-Insurance; Repayment and Recovery Problems, Insurance Coverage and Problems, Progress of SHGs in India.

Learner Outcomes:

1. Student can understand the activities of SHGs and progress of SHGs in India
2. Learner can explain the insurance coverage and problems of SHGs

Unit -V

Performance of Micro Financial Institutions:

Experiences of GRAMEEN, SEWA and Rashtriya Mahila Khosh – Instruments of Self- Help Promotion, SHGs- Bank Linkage Programme, Micro Financial Institutions in India.

Learner outcomes:

1. Student can observe the experience of different financial institutions in India.
2. Learner can able to explain the SHG-Bank Linkage Programme and Micro Financial Intuitions in India

Course Outcomes:

1. The course analyse the micro finance in India and basic lesions of women empowerment and gender equalities
2. Student can able describe the better empowerment in India and make the percapita income of the rural people
3. Learner can understand about the basic principles of Self-Help Groups with reference to Andhra Pradesh particularly Srikakulam District.
4. This course utilizing student can able understand the micro finance institutions in India and student can understand the experience of different organizations.

Text Books

1. Tata Rao D: Economics of Micro finance, Kalpana Publications, New Delhi, 2014, distributed by Gyan book publications, New Delhi.
2. Yunus, M.: Rural Agricultural Credit Operations in Bangladesh

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1. Fernandes AP: The MYRADA Experience – Alternative management Systems for Saving and Credit of Rural Poor
2. Grameen Bank: Various Issues of Grameen Dialogue
3. Lla Bhat: A Bank of One's Own (A note from SEWA) Finance Against poverty
4. Sussan Johnson & Ben Rogally: micro Finance
5. Rajasekhar D.: Savings and Credit Systems of the poor: Some NGO experiences, NOVIB and HIVOS
6. D. Rajasekhar and Mahadeswaran, Economic and Social Benefits of Micro Finance programmes in BB Bhattacharya and Arup Mitra (eds.) Studies in Macroeconomic and Welfare, Academic Foundation, New Delhi, 2005.
7. James Copestske: NGO Sponsorship of Group Lending in ?rural India: theory and a Case Study
8. Hossain M: Credit for Alleviation of Rural Poverty, the government Banks in Bangladesh
9. Mancur Olson: The Logic of Collective Action: Public goods and theory of Groups
CTZ: Unfolding potentials for Self-help: Poverty Alleviation in India.
CTZ: Strengthening of People and Organizations
10. Rejesekhar D & G. Sridhar: Savings ad Credit Programmes as an Instrument of Self-Help Promotion

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1. <https://www.omicsonline.org>
2. <https://www.microfinancegateway.org>
3. <http://www.academia.edu>



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Semester- IV

Paper-402: Participatory Rural Appraisal

Objectives:

A Student successfully completing this course is expected to be able to:

1. Appreciate the value of PRA in solving Human problems
2. Undertake PRA based exercises in a rural setting.
3. Organize Participatory analysis towards Problem-solving

Unit-I: Traditional Approaches to Social Science Research:

- a. Conventional Research Methods: Survey, Case studies , Observation and Experimental Methods
- b. Tools and Techniques in Conventional Research Methods: Interviews, Schedule and Questionnaires
- c. Limitations of the Traditional Approaches

Learning Outcome:

- Student should consist an idea about tools, techniques, limitations and methods of conventional research.

Unit-II: Participatory Rural Appraisal (PRA):

- a. Meaning of Participatory Rural Appraisal
- b. Philosophy, Scope, Objectives and Principles of PRA
- c. PRA-type enquiry as an alternative to Questionnaire Survey

Learning Outcome:

- Learner shall able to understand scope, objectives, principles of PRA

Unit-III: Participatory Approaches for Learning: Rapid Rural Appraisal (RRA) - Participatory Rural Appraisal- Participatory Action Research- Participatory Learning and Action

Learning Outcome:

- Student enables to acquire knowledge on RRA, PRA and Participatory Action Research

Unit-IV: Techniques and Tools of PRA: Social Mapping- Wealth Ranking- Seasonality- Venn Diagram- Timeline- Daily Activity Charts- Problem Ranking- Semi-structured Interviews- Focus Group Discussions, Flow Diagram (Problem Analysis), Gap Matrix, Health Matrix – Gender Status.

Learning Outcome:

- Student has to inculcate the techniques and tools of PRA

Unit-V: PRA in Project formation, Execution and Evaluation- Features and Advantages of PRA- Limitations, Shortcomings and Dangers of PRA- Precautions to overcome Limitations

Learning Outcome:

- Learner allows to know dangers and advantages of PRA.

Course Outcomes:

- consist an idea about tools, techniques, limitations and methods of conventional research.
- understand scope, objectives, principles of PRA
- acquire knowledge on RRA, PRA and Participatory Action Research
- inculcate the techniques and tools of PRA
- know dangers and advantages of PRA.

Text Books:

- Mukherjee N -- Participatory Rural Appraisal – Methodology and Applications
- Battacharya S.N -- Community Development in Developing Countries

References:

- Battacharya S.N -- Community Development in Developing Countries
- Regems -- Adoption of Innovations
- Paul Choudary -- Methods of Social Work
- Robert Chambers -- Challenging the professions
- Spicer Russel E.E -- Human problems in Technological Change
- Ross N.G -- Community Organization
- Beck R.C -- Motivation: Theories and principles
- McConnel J.W -- Understanding Human Behaviour
- SomeshKumar -- Methods for community participation – A Complete Guide for Practitioners
- Srinivas R.M and H.LeslieSteeves -- Communication for Development in Third World – Theory and practice for Empowerment (second edition)
- Regems -- Adoption of Innovations

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Course 403: Non-Governmental Organizations and Rural Development

Course Objectives:

- To explain the students about the concept of voluntary action, need and role of NGO's in rural development and its importance.
- To analyze the Societies Registration Acts of 2001 and also features of foreign contribution regulations act (FCRA)
- To identify the relation between corporate sector and rural development and also explain different case studies.
- To examine the role of different funding agencies to promote NGO's to attain rural development in different fields.
- To make the students to understand the strategic planning among NGO's with respect to individual behaviour, personality, functions etc...

Unit - I

Concept of Voluntary Action:

Non-Governmental Organizations: Meaning, Definition, Different types of NGO's– NGOs and Development Functionaries – Distinction between Voluntary Organizations and Non-Governmental Organizations – Role of NGOs in Rural Development - Interface between NGOs and GOs: Role Transformation of NGOs and Withdrawals strategies.

Learning outcomes:

- The students can able to learn about the definition, concept of voluntarism and types of NGOs.
- The students will understand the distinction between voluntary organizations and NGOs and also role of NGOs in Rural Development.

Unit - II

Registration of NGOs:

Societies Registration Act of 2001 – Memorandum of Association – Rules and Regulations, General Body, Governing Body - Powers – Duties – Tenure of Office – Funds – Income Tax Exemptions – Winding up of NGOs; NGO Registration under Foreign Contribution Regulation Act (FCRA) – Guidelines and Procedure.

Learning outcomes:

- The students can understand about society's registration act, guidelines, and also learn about general body and governing body of NGOs.
- The students can able to understand the Foreign Contribution Regulation Act (FCRA).

Unit - III

Corporate Sector and Rural Development:

Corporate Social Responsibility: Meaning, Definition, Concept of Corporate Social Responsibility (CSR), Approaches to CSR ,Potential business benefits ,CSR: Initiatives and Examples- Anand Corporate Service Ltd, APTECH Ltd, ICICI Bank Ltd, Infosys technologies Ltd, Mahindra & Mahindra and Larsen & Toubro (L&T) Ltd. Role of Corporate Social Responsibility sector in Rural Development, Criticism on CSR.

Learning outcomes:

- The students enable to understand the role of corporate social responsibility sector in Rural Development.
- The students will understand the approaches and different kinds of companies' participation under CSR to develop rural sector.

Unit - IV

Funding Agencies for NGOs - Problems and Prospects:

Council for Advancement of Peoples Action and Rural Technology (CAPART) – International Donor Agencies: Department For International Development (DFID) –Bread for the World (BFW) –Humanist Organization for Social Change (HIVOS) – United Nations Development Programme (UNDP), Role of NGOs in Women Empowerment and Disabilities Sector-Problems and Prospects of NGOs.

Learning outcomes:

- The students will have a clear idea about different kinds of funding agencies for NGO's nationally and internationally.
- The students can enable to know the role of NGOs in women empowerment and disabilities sector.

Unit –V

Strategic Planning among NGOs – Need and Significance:

Individual Behavior, Personality, Functions and Conflict, Sources of Frustration – Coping Devices of Individual Behavior, Repression, Rationalization, Sublimation and Goal substitution; Role Concepts – Social Institutions, Personal of Institutions, The Nature of Role, Social Rules, Components of roles, Role Satisfaction.

Learning outcomes:

- The students will enable to know the importance of individual behavior, personality, functions and conflicts etc., among NGOs.
- The students can able to understand social institutions, personal institutions and social roles in the strategic planning among NGOs.

Course Outcomes

Understand the role of NGOs in rural development

Know the societies registration act and FCRA

Explore the role of corporate social responsibility scheme on rural development

Learn about different types of donor agencies providing financial support to NGOs

Understand strategy of NGOs and its need and significances

Text books:

David Lewis and N.Ravi Chandran: NGOs and Social Welfare

John Farrington: Non- governmental organization and the State in Asia: Rethinking roles in sustainable agricultural Development.

Mark A Robinson : Evaluating the impact of NGOs in Rural poverty alleviation: Indian country study, overseas Development Institute, London

References:

Ashok Kumar Sarkar: NGOs and Globalization

Puran Chandra: NGOs Formulation and Recourse Mobilization

CAPART Manuals

Rajasekher D, N.K.Bhat and Neil Wuebster : people centered Rural Development – NGOs and Decentralized government.

Online Resource:

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Semester - IV

Course: Paper-404: Environmental Economics and Natural Resource Management

Objectives

1. To study of the concept of economy and environment
2. To examine the renewable and non-renewable resources
3. To explain the environmental policies and sustainable development
4. To analyse the environmental resources and management
5. To examine non-market value of the resource management.

Unit: I

Economy and Environment:

Interaction between Economy and Environment; Pollution and Externalities; Efficiency of the Market Economy; Market failure; Scope of Environmental Economics, Consumer surplus-Shadow pricing- opportunity costs.

Learner Outcome:

Student can able to understand the economy and environment conditions and how can failure of market and where shadow pricing with related to opportunity costs.

Unit: II

Natural Resources:

Concepts of Natural Resource Management - Renewable and Non-Renewable Resources. Theory of Natural Resource - Hotelling Model of Optimum Resource use, Conservation of Natural Resources; Methods of conservation; Waste Reduction and Recycling, Environmental Monitoring & Impact Assessment, Biological Monitoring-Bio-Indication.

Learner Outcome:

Learner can able to understand about the natural resource management particularly renewable and non renewable resources and how can make the waste reduction and recycling of the products.

Unit: III

Environmental Policies and Sustainable Development:

Environment and Economic Growth Vs. Economic Development, Sustainable Development; Indian Environmental Policy: Guiding Principles for Natural Resource Development, Land use Policy; Waste use Policy, Definition of Soil, Types and Characteristics of Soils, Carrying Capacity of Soils, Soil erosion, Management of Land Resources- Scope, Objectives, Activities, Practices;

Learner Outcome:

Learner can able to describe the sustainable development with related to environmental policy and different types of soils and characteristics

Unit: IV

Environment Resources and Management:

National Water Policy, Importance of Forest, sustainable forestry, Social Forest concept and models; Forest policy and Management, Policies for controlling Air pollution, Indigenous knowledge for Management of water resources, Role of Water Users' Associations in water management in Agriculture, Minerals and Natural Gases' Policy and Management.

Learner Outcome:

Learner can able to understand the national policies for environmental resources and management and mineral and natural gases policy

Unit: V

Non-Market Valuation of Environment Resources:

Non-Market Valuation of Environment Resources: Measures of Economic value; Contingent valuation Method; Cost – Benefit Analysis; Environmental problems in developing Economies, Evaluation of Environmental Benefits, Methods of Environmental Protection; Moral persuasion; Prohibition and Regulation; Fiscal Measures; Allocation of Property Rights; Pollution permits – Eco Tourism.

Learner Outcome:

Student can able to analyze the non market valuation of environment resources and how can measure the economic value when benefit of student to aware of environment conditions.

Course Outcomes:

1. Student can measure the relation between economy and environment where balance the economy when minimize the environment
2. this course very useful for student can learn about the environment policies particularly renewable and non-renewable resources
3. Learner can able to describe the economic growth and development and environment and using

different policies.

4. Student can learn different environmental policies and how to controlling air pollution and when utilizing minimum resources.
5. Student can think about the environmental problems of developing countries like India how can make better economy you seen in future.

Text Books:

1. Nick Hanley, Janan F, Shogran and Hen Walta : Environmental Economics in theory and Pracstice, Macmillan, India Ltda.
2. Joseph. Seneca and Michel – K.Tanssing : Environmental Economic Practice Hall.

References:

1. Bamal, W.J.and Dates W.E.: Economics, Environmental Policy and quality of life, prentice Hall.
2. Determine, H and Dorfman W.W. : Economics of Environment.
3. Recharad Locumber : Economic Growth various the Environment, Macmillan, London.
4. Michel Common: Environmental Resource Economics – An Introduction: Orient Long man.

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Semester - IV

Paper-405(A): Rural Project Planning, Management and Evaluation

Objectives:

- To explain the importance of project approach to Rural Development.
- To analyse the basic steps in project identification
- To explain the aspects of project appraisal.
- To explain the essentials of project implementation planning, monitoring of Development projects.
- To analyse the types of evaluation

Unit - I

Definition of Project: A System/ Model for Development Projects- Importance of Project Approach to Rural Development-Need for and Scope of Project Management-Project Planning and Management Cycle, and Ziel Orientierte Project Planung (ZOPP), Objective Oriented Project Planning (OOPP) Methods-Genesis-Concepts -Project Cycle Management-Participatory Project Cycle management-Concept of Planning –Situational analysis and Identification of needs – Participatory Methods-Project strategy-Preparation of Plan-Logical Framework Analysis (LFA): Concept-Basis Principles-Steps in constructing a Logical Framework.

Learning outcomes:

- Students will be able to learn the importance of projects approaches to Rural Development.
- Students will be able to learn Scope of Project Management-Project Planning and Management Cycle.
- Students will be able to learn Preparation of Plan-Logical Framework Analysis (LFA): Concept-Basis Principles-Steps in constructing a Logical Framework.

Unit - II

Environment of Project Identification: Basic steps in Project Identification-Selection of Project Size, Location and Technology-Pre-feasibility Brief. Definition of Projects, Formulation-Elements of Project, Formulation Technique-Project Formulation and Development Planning in Indian -Context-Systems approach to Formulation and Execution of Development Projects.

Learning outcomes:

- Students will be able to understand the basic steps in project identification.
- Students will be able to learn Formulation Technique-Project Formulation and Development Planning in Indian.

- Students will be able to learn Context-Systems approach to Formulation and Execution of Development Projects.

Unit - III

Aspects of Project Appraisal: Technical Feasibility-Economic Feasibility-Financial Feasibility-Discounted (Cash Flow) measures of Project worth: Benefit - Cost Ratio, net present worth and Internal Rate of Return-Sensitivity Analysis- Rational and Significance of Social Benefit-Cost Analysis, Project Finance-Source of Capital –Government Policy Initiatives-Capital Market as a Financing Option-Loans from Financial Institutions and Banks-Foreign Currency Financing-Financing Decision.

Learning outcomes:

- Students understand the technical feasibility, economic feasibility and financial feasibility of projects.
- Students will enable to learn Discounted (Cash Flow) measures of Project worth: Benefit - Cost Ratio, net present worth and Internal Rate of Return-Sensitivity Analysis
- Students will enable to learn Government Policy Initiatives-Capital Market as a Financing. Option-Loans from Financial Institutions and Banks-Foreign Currency Financing-Financing Decision.

Unit - IV

Essentials of Project Implementation Planning-Monitoring of Development Projects-Progress, Monitoring and Process Monitoring-Process Monitoring for improving Sustainability –Project Management Information System-PAID Monitoring System for Poverty Reduction Programmes-Network Techniques for Project Management: Project Evaluation Review Techniques(PERT) and Critical Path Method(CPM).

Learning outcomes:

- The students able to understand the implementation monitoring and evaluation process of projects.
- Students will enable to learn Project Evaluation Review Techniques (PERT) and Critical Path Method (CPM).
- Students will enable to learn Project Management Information System-PAID Monitoring System for Poverty Reduction Programmes.

Unit –V

Project Evaluation: Type of Evaluation: Formative, Summative, Process, Outcome, Impact Evaluation- Concurrent Evaluation, Impact Assessment: Baseline, Midline and end of Project, -Participatory Planning, Monitoring and Evaluation ((PPME): Methodologies and Approaches.

Learning outcomes:

- The students able to understand the Type of Evaluation
- Students will enable to learn Participatory Planning, Monitoring and Evaluation (PPME).

- Students will enable to learn Methodologies and Approaches

Course Outcomes:

- Know the importance of projects approaches to Rural Development.
- Understand the basic steps in project identification.
- Understand the technical feasibility, economic feasibility and financial feasibility of projects.
- Understand the implementation monitoring and evaluation process of projects.
Learn the Types of Evaluation

Text Books:

G.Sreedhar and D.Rajasekhar: Rural Development in India-Concept Publishing company (P) Ltd

Bava, D.S. Rural Project Planning

Cleland D.I. Systems Analysis and Project management

Price Gittinger economic Analysis of Agricultural Projects

References:

Little IMD & J.A.Mirrless project Appraisal and Planning for Dev eloping Countries
 United Nations Industrial Guidelines for Project Evaluation
 Development Organization
 Prasanna Chandra projects-Preparation, Appraisal and Implementation
 Pital R.L. Project Appraisal Technique
 Randolph w Effective Project planning and management Getting the job done.
 Chowdhary S. Project management
 Mridula Krishna Project Cycle Management and ZOPP methods
 Peter Smith Agricultural Project Management-Monitoring and Control of
 Implementation
 Rajesekhar D Project Cycle management and ZOPP methods.
 Rajesekhar D Action research for poverty alleviation, ISEC working
 paper series, working paper No., 111, 2002

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Semester-IV

Course: Paper-405(B): Production Economics and Farm Management

Objectives

1. To analyze the nature and scope of agricultural economics
2. To study of the Allocation of resources and factor relationship
3. To examine the Sources of Agricultural finance and internal and external credit rationing
4. To understand the Agricultural marketing in India and export-import policy
5. To analyse the farm planning and principles of linear programming

Unit-I: Introduction – Nature and Scope of Agricultural Economics Difference between Agriculture and Industry – Economics of Agriculture Production and Resource-Use-The Production Function-Simple Resource and Production Relation in Agriculture.

Learner Outcome:

Student can analyse the basic aspect production economics and farm management and to describe the resource use in the agricultural practice in rural India.

Unit-II: Principles of Choice and Resource Allocation-Resource Substitution and Factor Relationship-Resource Combination and Cost Minimisation- Resource Allocation and Product Combination-Choice between Products and Resource-Use-Resource Allocation and Enterprise Combination to meet Price Variability-Location of Production. Inter-regional Resource and Product specification-Farm Management-Risk and Uncertainly in Agricultural Production.

Learner Outcome:

Learner can able to understand the principles, resource allocation factor relationship and inter regional resource and risk and uncertainly in agricultural production

Unit-III: Sources of Agricultural Finance-ST, MT, and LT Credit Evaluation and Development of Institutional Finance in India-Rationing of Credit; Internal and External Credit Rationing-Subsidised Credit Vs. Subsidised Inputs, Supervised Credit and its Impact on Factor-Use, Production and Profits.

Learner Outcome:

Student can understand about the sources of agricultural finance and observe serves of the different financial institutions in India and factor using for generate the production and profits.

Unit-IV: Agricultural Marketing in India-Marketing Functions-Nature and Causes of Price Variations-Price Stabilisation-Price Policy for Agricultural Products-External Trade in Agricultural Products-Share of Agricultural Products in Total exports of India-India's Share of Agricultural Products in World Trade-Policy and Prospects of Agricultural Exports-Export-Import Policy (2002-2007).

Learner Outcome:

Student can able to understand the agricultural produce and marketing and functions and stabilisation what price policy adopted by government for utilizing of student purposively.

Unit-V: Role of Management and Expectations-The Managerial Process-Observation and Knowledge-Analysis and Decision Making adjustment of Production and Resource Use to Uncertainly-Farm Planning and Sources of data for Farm Planning, Budgeting and Elementary Principles of Linear Programming.

Learner Outcome:

Learner can able to understand the role of management and expectations of learner can understand the managerial process and observations of the sources of data for farm planning and understand the principles of linear programming.

Course outcomes

1. Student can able describe the basic needs of the farm management and production and understand the concept-wise.
2. This course outcomes where student learn resource management and using minimum allocation of resources.
3. Learner should think about the credit relation aspects for development farm management and production aspects

4. Student can able to describe the marketing situation and price stability and understand the inflation
5. Learner can able to analyse planning budget and allocation of resource use particularly in agricultural purpose.

Text Books:

1. Bilgrami, S.R.A., An Introduction to agricultural economics Himalaya Publishing House, Mumbai.
2. Sadhu, A.N. and J.Singh agricultural Problems in India.

References:

1. Sundaram, I.S. (2002). Rural Development, Himalaya Publishing House, Mumbai.
2. Government of India, Economic Survey (Annual), New Delhi.
3. Government of India, Ninth Five Year Plan, Planning Commission, New Delhi.
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6. Ruddar Datt and K.P.M. Sundaram, Indian Economy. S.Chand & Co., New Delhi (Latest Edition).
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9. C.A. Robertson, Introduction to Agricultural Production Economics and Farm Management: T.M.H. Edition, New Delhi.
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Semester-IV

Paper-405 (C): Economics of Insurance

Objectives:

1. To explain the importance of Economics of insurance.
2. To analyse the risk and risk management and concept Vs insurance.
3. To examine the relation between insurance and Economic Development.
4. To discuss the types of general Insurance and its importance.
5. To explain the planning for health accumulation and retirement needs.

Unit-I: Introduction : Economic Security-Human quest for economic security through time; Exposure to losses, Definition of Insurance, Role of insurance; Risk pooling and risk transfer, Economic and Legal perspective; Social Vs Private Insurance; Classification of life Vs Non-life insurance; Classification of life, Health and General Insurance Policies.

Learner Outcome:

- The student can learn about the importance and Role of insurance.
- The student can understand the Social Vs Private Insurance.
- The student will enable to know the Classification of life Vs Non-life insurance.

Unit-II: Risk and Risk Management: Fundamentals of Uncertainty and Risk; Pure risk and Speculative risk; Expected Utility and decision making under uncertainty; Expected Utility and the Demand for Insurance; Concept of Risk Management; Essentials of Risk Management; Elements of Risk Management-Risk Assessment, Risk control and Risk financing; Concept of Reinsurance, Reinsurance Distribution Systems; Reinsurance markets in Developing countries.

Learner Outcome:

- The student will able to understand the Fundamentals of Uncertainty and Risk.
- The student can learn the Concept of Risk Management and elements.
- The student can learn about Concept of Reinsurance, systems and Reinsurance markets in developing countries.

Unit-III: Insurance and Economic Development : Risk Management and Insurance in Economic Development, Insurance Institutions as Financial intermediaries; Insurance institutions as

Investment Institutions; Insurance Institutions in India, Fundamentals of life and Health Insurance; Functions of Life and Health Insurance; Legal aspects of Life Insurance; Provisions of Policies; Selection and Classification of Risks; Basics of premium construction; Valuation and distribution of surplus; Individual Health Insurance; Uses, Types of Evaluation; Principles of underwriting of life and health insurance; Group insurance and Superannuation (pension) Schemes.

Learner Outcome:

- The student will be able to know the Risk Management and Insurance in Economic Development.
- The student can be able to learn about Fundamentals of life and Health Insurance and its functions.
- The student will acquire knowledge about Individual Health Insurance Group insurance and Superannuation Schemes.

Unit-IV: Essentials of General Insurance : Definition of General Insurance; Types of General Insurance; Importance of General Insurance; Importance of General Insurance in a country's economic development; Concept of short-term risk; Fundamentals of the following concepts- Common Law, Equity, Proposal/Accidence, Indemnity, Insurable interest, Contribution subrogation; Representation-Technology Development and General Insurance.

Learner Outcome:

- The student learn about the concept of General Insurance and Importance.
- The learner can be able to acquire knowledge on role of general insurance in a country's economic development.
- The student will be able to understand Fundamentals of Law, equity, proposal etc.

Unit-V: Planning for Wealth Accumulation and Retirement Needs : Wealth Accumulation Planning-Life Cycle Planning; Planning for Accumulation, Objectives; Purchase of Insurance and Accumulation Planning; Essentials of Individual retirement planning; Analysis of retirement; Income needs; Retirement Planning strategies; Investing for Retirement, Pension plans; Basic principles of Pension plans, Pension plans in India; Estate Planning; Process of Estate planning; Estate planning tools, Life Insurance for Estate liquidity; Regulation of Insurance; Purpose of Government intervention in markets; Theories of Regulation; Insurance Regulation in India; Insurance Regulation and Development Authority (IRDA).

Learner Outcome:

- The student can be able to understand Wealth Accumulation Planning in different ways.
- The student will learn about Essentials of Individual retirement planning.

- The student can learn about the role of Insurance Regulation and Development Authority (IRDA).

Course Outcomes:

1. Learn about importance of Insurance.
2. Understand the concept of Risk management.
3. Acquire knowledge on relation between Insurance and economic development.
4. Know the types of general Insurance and its importance.
5. Understand and planning for health accumulation and retirement needs.

Text Books:

1. Bailey, R. (Ed.) (1999), Underwriting in Life and Insurance, LOMA Atlanta, Ga.
2. Bole, L.M. (1990), The Indian Financial System, Tata McGraw New Delhi.
3. Bickelhaupt, D.L. (1992), General Insurance, Irwin Inc., Burr.
4. Black, K.Jr. and H.D. Skipper Jr. (2000), Life and Health Prentice Hall, Upper Saddle River, New Jersey.
5. Finsinger, J and M.V.Pauly (Eds.) (1986), The Economics of Insurance Regulation : A Cross National Study, Macmillan, London.

Reference:

1. Graves, E.E. and L.Hayes (Eds.) (1994), McGill's Life Insurance The American College, Bryn Mawr, Pa.
2. Skipper, Jr.H.D. (Ed.) (1998), International risk and Insurance An Environmental Managerial Approach, Irwin McGraw Hill, Best.
3. Techno, K.B. and D.A. Little (1993), Planning for Retirement Needs, the American College, Bryn Mawr, Pa

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DEPARTMENT OF RURAL DEVELOPMENT
M.A. Rural Development Syllabus - w.e.f. - 2019-20**

Semester - IV

Paper-405 (D): Research Methodology

Objective:

A Student successfully completing this course is expected to be able to:

- 1. To equip the Students with various sources of data collection methods, the way they have to gather the information and to apply right kind of technique to analyze the same for better decision-making.**

Objective: To equip the Students with various sources of data collection methods, the way they have to gather the information and to apply right kind of technique to analyze the same for better decision-making.

Unit-I

Introduction: Importance and Scope of Research Methodology, Research Process, Types of Research, Motivation for Research, Limitations of Research, Defining Research Problem, Formulating Hypothesis, Testing of Hypothesis.

Learning Outcome:

- Learner shall learn the importance, scope, types, and limitations of research.

Unit-II

Research Design: Importance, Formal and Informal Research Designs, Sampling and Sampling-Design, Types of Sampling, Sampling Techniques – Probability and Non-Probability Sampling Methods.

Learning Outcome:

- Student inculcates probability and non-probability sampling techniques and methods.

Unit-III

Data Collection: Primary and Secondary Data, Classification and tabulation of data, Diagrammatic Representation of Data, Construction of Questionnaire, Schedule Vs Questionnaire, Features of a good Questionnaire.

Learning Outcome:

- Student enables to know classification and tabulation of data, sources of primary and secondary data.

Unit-IV

Measurement and Scaling - Concepts and Evaluation of Nominal- Ordinal- Interval- Ratio Scale, Guttman, Likert scales, semantic, Differential and non-parametric tests- Kolmogrov , Sign Test, Smirnov test, Median test .

Learning Outcome:

- Student has to learn scaling techniques,differential and non-parametric tests.

Unit-V

Data Analysis: Multivariate Analysis, Multiple Regression Analysis, Discriminate Analysis, and Factor Analysis- ANOVA-MANOVA-one way and two-way classification-Preparation of Research Report.

Learning Outcome:

- Learner should acquire knowledge on Preparation of Research Report, ANOVAand MANOVA.

Course Outcomes:

A student successfully completing this course should able to:

- learn the importance, scope, types, and limitations of research.
- Inculcate probability and non-probability sampling techniques and methods
- know classification and tabulation of data, sources of primary and secondary data.
- learn scaling techniques,differential and non-parametric tests
- acquire knowledge on Preparation of Research Report, ANOVA and MANOVA.

Text Books:

- C.R.Kothari, Research Methodology -, New Age International Publishers,
- Research Design & Methods - Kenneth S. Bordens, McGraw-Hill

References:

1. Bhandarkar, Himalaya Publishing house, New Delhi.
2. Research Methodology – Panneerselvam, Prenticehall, New Delhi.
3. Business Research Methods - Donald R. Cooper , McGraw-Hill.
4. Bhandarkar, Himalaya Publishing house, New Delhi

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- [https:// journals.sagepub.com](https://journals.sagepub.com)
- <https://researchmethodsresources.nih.gov>
- [https:// explorable.com](https://explorable.com)



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DEPARTMENT OF RURAL DEVELOPMENT
Revised Syllabus-With effect from 2019-20

Semester - I V

Paper –405 (E): Regional Planning In India

Course Objectives:

1. To analyze the concept, Scope, Objectives and types of Regional planning
2. To explain the theories of Regional planning and different Development models.
3. To exam in the approaches and strategies of Regional Development.
4. To describe the Regional policies in five year plans and its role in national Development.
5. To explain the Regional planning in the state of Andhra Pradesh.

Unit - I

Regional Planning : Concept, Scope and Objectives, Types of Regional Planning, Failure of Regional Planning. Concept of Sustainable Development. Regional Planning in India, Regional imbalances and Inequalities, Indicators of Regional Development and Regional Imbalance

Learning outcomes:

1. Student will able to analyze the concept, Scope, Objectives and types of Regional planning.
2. Student will understand causes for Regional imbalances and inequalities.

Unit - II

Theories of Regional Planning, Development Models, Environmental Pollution : Concept, Types and Strategies of prevention, Environmental laws and their implementation, Policy instruments for controlling water and air pollution, The environment protection Act, Social forestry in India: rationale and benefits.

Learning outcomes:

1. Student learns about theories of Regional planning.
2. Understand Environmental pollution and its effects.

Unit – III

Approaches and Strategies of Regional Development: Growth Model - Meaning and Objectives, Types of Model, Rural Development Planning. Metropolitan planning (With reference to India) Balance and unbalanced Growth.

Learning outcomes:

1. Student can able to approaches and strategies of Regional Developments.
2. Student will enable to growth models with reference to Regional Development.

Unit – IV

Regional Policies in Five Year Plans. Introduction to 12th Five Year Plan. Globalization and its impact on India. Role of Regional Planning in National Development. Regional Planning in different fields: Irrigation and Regional Planning, Energy resources and Regional Planning.

Learning outcomes:

1. Student will able to explain Regional polices in five year planes.
2. Student enable to explain different Regional plannings in different fields.

Unit – V

Regional planning in the state of Andhra Pradesh : Regional planning in North Coastal, South Central and Rayalaseema Regions ; causes for regional backwardness and policy perspectives.

Learning outcomes:

1. Student will know Regional planning in the state of Andhra Pradesh.
2. Student will acquire knowledge on Regional planning in three regions of the state.

Course outcome:

- Learn about the importance, scope and objectives of Regional planning.
- Understand different theories of Regional planning
- Acquire knowledge on approaches and strategies of Regional Developments.
- Learn about Regional polices in five year plans for National Development.
- Know the Regional planning in the state of Andhra Pradesh.

Text Books:

Gilksin, A. : Regional Planning and Development

Daysch, C.H.J. and Others: Studies in Regional Planning

Mishra, R.P.(Ed.) : Regional Development and Planning

Sharma, R. : Economics of growth and planning

Sundaram, R.D. : Indian Economy

R.K Sinha : Planning in India, critic

References:

Govt.of India : Planning Commission Reports

Govt.of Andhra Pradesh : 12th Five Year Plan

Journal of Rural Development: Kurukshetra

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- <https://www.researchgate.net>
- <https://www.lerek.com>